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Europe votes for pre-school rights

Governments should improve the care and education given to young children by providing adequate funds and improving legislation, a 23-country declaration made at the Council of Europe said last week. The declaration came after national differences had nearly caused a decade of pre-school cooperation to end in confrontation.

Britain makes late redraft

by Hilary Wilce

Ten years of international cooperation on pre-school education culminated in Strasbourg last week with a European declaration on the provision of early childhood care and education—a declaration hastily redrafted by United Kingdom conference delegates in a late-night session just 36 hours before.

The declaration calls on governments to provide legislation and adequate funds for pre-school provision, to promote preparation for parenthood, to foster research and staff training, and to ensure co-ordination between all the services concerned with child education and welfare.

It was adopted by delegates from the 23 countries in the Council of Europe's education programme, at the council's largest-ever education conference, "From Birth to Eight: Young children in European Society in the 1980s", which was attended by 130 delegates and observers.

The declaration has no power to compel member states to take action, and is unlikely to have any immediate visible effect. But it will be put before European ministers of education when they meet in Portugal in 1981.

Members of the 11-strong United Kingdom delegation, which included members of the Department of Education and Science and of the Department of Health and Social Service, redrafted the declaration because they were unhappy with the style and some of the content of the original French-drafted declaration. References to training for pre-school workers and to pre-school provision being the responsibility of education authorities were considered too specific for Britain.

Their much shortened and more general substitute text was accepted as a basis for the final declaration at a tense working party session during which historical national antagonism simmered just below the surface. It then had a stormy passage through to its final form.

Problems were caused by different philosophies of education, the variety of school starting ages, ages, national differences in the balance of education and social welfare powers in the pre-school area, and the question of whether provision should be free.

The declaration outlines a broad framework for early childhood care and education, and suggests that two years of pre-school education should be available to every child whose parents wish it. It places special emphasis on the needs of certain disadvantaged groups—children living in cities, children living in sparsely populated areas, children from minority groups and children from poor socio-economic background. This reflects research carried out by the Council of Europe as part of its decade-long pre-school project.

The conference, the council's contribution to the International Year of the Child, brought this project to a close, but many speakers preferred to look ahead. Mr Pär Stenbäck, the Finnish Minister of Education, said problems of industrialization, mobility, changing sex roles and family relationships were common to many European countries.

"In spite of all successful efforts to initiate pre-school services suited to differing circumstances, it is my opinion that this will not be enough. In the 1980s supporting measures in the spheres of economic social and family policy are also required".

Falling rolls and technological innovations were also identified as having an increasing impact on the world and needs of young children.

God bless the child? Virginia Makins reviews Britain's contribution to the International Year of the Child page 7

Primaries may be forced to take 'rising fives'

by Stephen Cohen

Dr Rhodes Boyson, junior education minister, produced some unexpected Christmas cheer for parents last week, and a headache for local authorities.

He told the standing commission looking at the Education Bill that parents who are refused places in primary schools because their children are not yet five years old could appeal against the local authority.

Many authorities do admit the "rising" fives as they are known, but some do not, and more are likely to limit admissions strictly to five-year-olds in the future.

Dr Boyson gave a categorical "yes" to a question about parents' rights to appeal. Local authorities will, therefore, have to set up appeal panels to hear complaints as soon as the Education Bill now going through Parliament becomes law.

Mr Gordon Cuthbertson, education officer of the Association of County Councils, said he was surprised by Dr Boyson's announcement. On the face of it, it was correct, but "it is going to create a lot of extra work for authorities", he said.

The Commons' standing committee which is discussing the Bill, passed the clause on appeals committees last month apparently without realizing its implications.

A lobbying campaign by the ACC against the clause failed to make any impact, but there is still an opportunity for amendments to be made in the Lords or at report stage.

Rapid progress was made in the committee last week. MPs have finally got round to debating the more controversial clauses on assisted places. The Government wants to set up a scheme to give grants to parents whose children go to private schools.

The Labour Party has launched a vigorous opposition to the proposed scheme and has warned private schools that they will end it as soon as the next Labour government is returned.

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Class background can add 11 extra points to IQ scores

by Sarah Bayliss

Further evidence of the extent to which educational performance is influenced by social class comes in a new study by Professor A. H. Halsey. His research suggests that up to 11 points of IQ can be attributed to social class differences in the case of upper-middle class pupils. This is among the findings published in *Origins and Destinations*—an analysis of educational data from the Nuffield Social Mobility Survey, prepared by Professor Halsey, professor of social and administrative studies at Oxford University, and others. It will be published on January 10 by Oxford University Press.

The findings are based on interviews with more than 10,000 men aged between 20 and 64. Professor Halsey found that despite the 1944 Education Act Britain was no nearer meritocracy or equality of opportunity. Children's capacity to profit from schooling was severely limited by class.

The point of the book was to ask what has happened in reality in the light of official aspirations. Professor Halsey found that the relative chances of working class children staying on at school until 18 and of going into higher education had actually lessened since 1944.

With the expansion in higher education, the rate of increase in working class boys going to university had almost doubled. But the actual numbers—compared with upper middle class boys—were still very low.

Twenty-five per cent of upper middle class boys were now graduates compared with about 3 per cent of working class boys.

The paradox of expanding the education system is that the middle classes benefit much more. "The rich take more advantage of the opportunities than do the poor", said Professor Halsey.

The only real success story of the education system during the past 60 years is that vast numbers of children from uneducated backgrounds have been educated themselves.

In every decade 75 per cent of boys at selective secondary education "come from homes where parents did not have a selective education. Professor Halsey describes this as "the build up of cultural capital" which will cause as time goes on.

In the final chapter he points out that a major "failure" in the system is the continued existence of the "private marker" the "commercial"—that is public schools.

"It removes the children who are motivated and whose parents carry political weight. The public schools system takes away energy and talent and a significant pressure from state schools."

Break

Rampton's race

Anthony Rampton is chairman of a mail order company in Lambeth and also of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups. He has set himself a double task: to produce an interim report by the end of next year, and to master the organization and recent history of education.

"My problem", he says, "is learning enough about education to keep up with the members of my committee".

The urgency comes after a long period of delay dating back to 1975, when a Select Committee on Race Relations and Immigration was set up. That reported in 1977, to be followed by a White Paper in April 1978, which announced an inquiry into the performance of West Indian pupils. It wasn't until March of this year that Shirley Williams named Anthony Rampton as chairman of the inquiry committee; then came the change of government, and finally in July the rest of the committee were appointed and met for the first time. They include Peter Newsam, ILEA education officer, and Jim Rose, chairman of Penguin.

Although Mr Rampton is not a familiar name in educational circles, it is already becoming evident that he was an inspired choice to head the committee.

He looks every inch the sort of shrewd but benevolent gentleman who traditionally runs a family firm and, after the war and Oxford, he did indeed join Freemans Mail Order, which was started by his grandfather. He became chairman in 1965, and the staff at the Clapham Road head office still call him Mr Tony, but his swift grasp of essentials and flair for administration might well have marked him out for the higher reaches of the Civil Service if circumstances had been otherwise.

As it was, he learnt about ethnic minorities in a very practical way, since Freemans is the largest private firm in the locality, and it was to neighbouring Brixton that the first large-scale West Indian immigration came 25 years ago. Since then, his 2,000 strong labour force has always included West Indians in roughly the same proportion as in the neighbourhood generally, currently about 15 per cent.

He can offer them straightforward clerical and administrative work, since all the packaging goes on in Peterborough, and like many other employers has difficulty in finding enough people to do it, because those with the right skills have other aspirations nowadays. "We get what I would describe as an uncomfortably high level of school leavers, black and white, who can't read or write".

Unlike most employers, however, having become interested in the employment of immigrants, he began also to inquire into the other factors that affect their employment, including housing, education and, above all, discrimination.

About nine years ago Tony Rampton became a Runnymede Trustee. "Runnymede is almost the only body covering every aspect of the subject, dealing in objective information, stimulating discussion, not making up their minds without reasonable evidence." He is also on the executive of the local Community Relations Council, and for the last three years has been treasurer, having been asked to head an exercise to raise £34,000. He formed the Lambeth Community Trust and raised £20,000 within a year, then said they had better stop and decide how to spend it before collecting the rest. "You can get people to contribute to unsympathetic causes if you go about it in the right way." He adds that there is very little hostility among wise people, but a certain amount of benign neglect among residents."

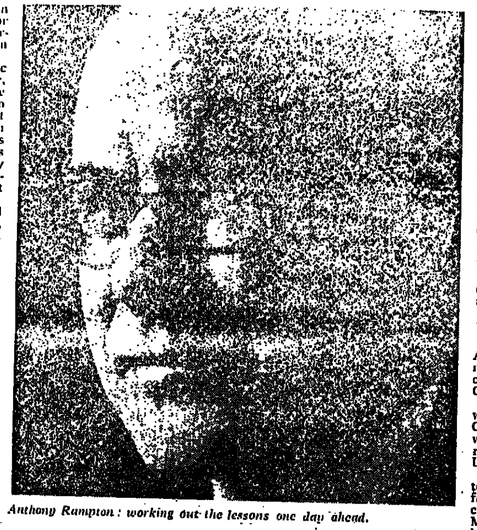
His committee of inquiry has now decided how to tackle its terms of reference, and divided them into six subject areas: 0-5; school to work; curriculum, language, teacher training; non-mainstream provision (including remedial, disruptive, special, dismissal and suspension). Last week he held the first meeting of the West Indian steering group, which will be coordinating the work of the other sub-committees and has a special remit to make the interim report by the end of next year. That means it will have to have all its evidence in by the end of March, and a draft report ready by the middle of the year. His only fear is that shortness of time may prevent them laying hands on all the facts, but even the full report, which will take three years, will have to take account of rapidly changing situations. There is now the core curriculum to consider.

Nevertheless, his knowledge of the concern among the West Indian and Asian communities about what is happening to their children convinces him that it is essential to do something quickly.

He is working out a programme for visiting schools and l.e.a.s (having already discovered that every one is different) and checking off all the fields of experience and vested interests he must take into account. He has consulted Alan Little about ethnic mix, but emphasizes that he will not lose sight of what he calls "the Norfolk schoolmaster" syndrome—or the need for education about ethnic minorities in schools where they are not represented.

Meanwhile, he is ploughing through every big recent educational report—Warnock, Bullock, Plowden, Taylor—and was slightly disconcerted to read a recent *TES* article which suggested that their influence invariably fades into something no more substantial than the Cheshire Cat's smile. Fortunately, he is also reading a tome on *Commissions and Committees Since the War* which finds otherwise.

Among the other people from whom he has sought advice are Peggy Jay, wife of Battersea North MP and former Minister, Douglas Jay, and Mary Warnock. He asked Mrs Warnock how much time she spent on her committee and she said one day a fortnight. "That's all very well", Rampton replied, "but you know your subject. I have to work out the lessons one day ahead."



Anthony Rampton: working out the lessons one day ahead.

Here endeth The Year of the Child

Brickbat

Barring a last minute surge of sentimentality, this could be the first Christmas for years when the No 1 record in the singles charts has not been about Santas, snowmen, and sleighs.

At the time of going to press the current No 1 was *Another Brick in the Wall* by Pink Floyd. Its main feature is a dirge-like refrain which begins "We-don't-want-no-education, We-don't-need-no-thought-control" and ends by telling teachers to leave "us kids" alone.

"Us kids" are 25 children from Islington Green School, London, the school at the centre of a recent row about examination results.

Done Roman

Christmas feasting, we all know, is really pagan in origin which perhaps explains why at least three groups of people sat down last week to full-scale Roman banquets.

The nation's supply of chefs capable of rustling up dishes like *perna cum Armeniacis elixatis* (ham with stewed apricot sauce) and *ofellae in aemagro coctae* (meat pieces cooked in wine) has grown quickly in the past three years thanks to Southampton University's extra-mural studies department.

Since 1977 the department has run a weekend course in Roman cookery at St Swithun's School, Winchester. It was the brainchild of David Johnston, an extra-mural studies lecturer in archaeology, Maureen Locke, who does most of the teaching.

On Saturday night five graduates from the course served a 20-course banquet to 72 toga-clad members of the Hendon and District Archaeological Society in North London, the result of months of careful research and planning. Children from a local primary school, Childs Way School, had made two mosaic murals out of tiny squares of coloured paper, and sixth-formers from the Queen Elizabeth Barnett School performed Roman choral music and a play in Latin. Some members of the local adult education institute sported modern versions of Roman pottery lamps; and Malcolm Colledge, of Westfield College, London University read from Homer.

It is amazing what exotic delicacies and opportunities can be opened up by a jar of apricot sauce in the Roman way.

Year of the cop

A feature of the just-ended International Year of the Child in Winchester was "The Chief Constable's Children's Fund."

This was got off to a flying start with a sponsored slim by the Chief Constable himself, James Anderton, whom readers will remember as a recent contributor to the *TES* Lessons from Life series.

One or two of his strictures on teachers led to sharp rejoinders from the National Union of Teachers, but on the whole the Greater Manchester police force has excellent relations with local schools, many of which have regular visits from policemen.

An example of this comes in the latest issue of the Royce Primary School Magazine, which has a whole page devoted to Our Friends in the Police, including a letter from the friendly local policeman.

"Hello Boys and Girls", it begins, then goes on to ask about recent orienteering trips, before promising to bring Basil Brush or another visit and recounting his favourite joke:

"What do policemen eat for dinner?" "Truncheon meat." Boom.

"Love to you all from Sgt. Fox".

Aristides

Next week

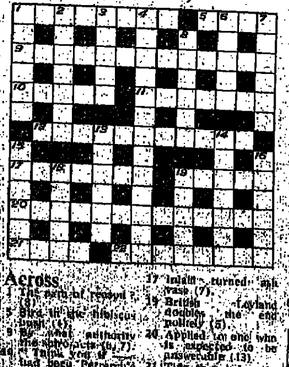
■ Objectives for the 1980s: John Tomlinson, director of education for Cheshire, says that budgeting for curriculum and curriculum demands, three-year plan

■ Tolstoy in London: The Russian author came here in 1861, visited schools and produced some children's writing

■ First day at school: Pleasures recalled by Jeremy Seabrook

■ Christmas past: Leon Garfield and Naomi Mitchison remember Christmas in London's East End, in Peckham and in Zambia

Crossword No 1,167



Across

1 Tax evasion, I suspect (7)
5 Sign in the thickness (5)
9 Be used authority (4)
10 Triple time (4)
11 Tiny bees? Perhaps (7)
12 Fish that brings in welcome contracts (7)
13 Rest of wisdom in Indian hair (4)
17 Initial turned out (4)
18 British — Leyland (7)
19 Double the egg (5)
20 Applied to one who is expected to be answerable (13)

Down

2 Won't pass customs of course (7).
3 Also ran in the film (5).
4 Forbearing mansion (9, 4).
6 Food saved by an escape (5).
7 White collar screw (6).
8 Housemaid is hardly the stuff in which to cover up wrong doing (7).
13 Cold aspect of three point victory (6).
14 Much of the week is warped (7).
15 Not, even, eccentric (6).
16 A fellow is a physical beauty (6).
18 Up to and selected from the account (4).
19 Net — paper money, presumably (5).

Solution to Puzzle No 1,166

Maths teaser

A carpenter was asked to make a table with a rectangular top surface of 24 sq ft and a perimeter of 20ft. Find the length and breadth of the table.

(a) This problem can be solved by intelligent guesswork, or by solving a quadratic equation. If the breadth of the table is x ft, then its length must be $(10 - x)$ ft, and its area is $x(10 - x)$ sq ft. So $x(10 - x) = 24$, i.e. $x^2 - 10x + 24 = 0$. This quadratic equation can easily be solved by factorization; find a pair of numbers whose sum is 10 and whose product is 24. Each solution to the quadratic equation provides a possible answer to the problem. Can you find it?

(b) A similar problem would arise if the carpenter were asked to supply a number of rectangular panels of wood, each with an area of 14 sq in and a length 5in less than six times the breadth. If the breadth of a panel is x in, then the length is $(6x - 5)$ in, and the area is $x(6x - 5)$ sq in. This leads to the quadratic equation $6x^2 - 5x - 14 = 0$, which can be factorized. Does each solution to the quadratic equation provide a possible answer to the problem?

(c) If you had any difficulty in factorizing the quadratic in (b), you might like to know an easy way of factorizing any quadratic expression (if it is factorizable) that I have not seen in any of the text books on algebra that I have used during the past 60 years. Example. Factorize $6x^2 + 15x + 8$. Multiply the first and third numbers together: $6 \times 8 = 48$. Find a pair of factors of 48, whose sum is the second number, 19. To make sure that you do not miss the correct pair, it does not take long to write down all the pairs of factors of 48: (1,48), (2,24), (3,16), (4,12), (6,8). As $3 + 16 = 19$, we can write the quadratic as

$$6x^2 + 3x + 16x + 8$$

Now $3x(2x + 1) + 8(2x + 1) = (2x + 1)(3x + 8)$, which sum

You cannot factorize $4x^2 + 5x + 6$, since no pair of factors of 24 = $4 \times 6 = 1 \times 24 = 2 \times 12 = 3 \times 8$ add up to 5. But you can factorize $4x^2 + 5x - 6$, as the product of (4) and $(x - 6) = -24$ has a pair of factors, -3 and $+8$, whose sum is 5.

Write $4x^2 + 5x - 6 = 4x^2 - 3x + 8x - 6 = x(4x - 3) + 2(4x - 3) = (4x - 3)(x + 2)$.

Use this method to factorize (when possible): (i) $2x^2 - 7x + 3$; (ii) $3x^2 + 8x + 4$; (iii) $4x^2 + 13x - 12$; (iv) $4x^2 - 9x + 9$; (v) $10x^2 - 21x + 10$; (vi) $12x^2 - 7x - 12$; (vii) $24x^2 + 53x + 21$.

D. B. Eperon

Solution

× de ɹnoʇɔnpoɹd ǝɥʇ ɟo ʇɔɐɟ ɹɐɟ ǝɥʇ ɟo ɯns ǝɥʇ ɯoɹɟ ǝɯɐs ǝɹ ɥʇbuǝl ǝɥʇ ʇɐɥʇ ʇɔǝɹɹoɔ ǝɥʇ ɟo ʇsǝʇ ɐ sı sıɥʇ ɟI .ɯɹoɟuı ǝɯɐs

Let us now celebrate the passing of the 1970s—a decade:

- ☐ of retreat and disillusion;
- ☐ of more money and more unpaid bills
- ☐ of rising expectations and falling hopes
- ☐ of the oil price rise and international recession
- ☐ of Northern Ireland
- ☐ of de-industrialization and unemployment
- ☐ of Houghton and Clegg
- ☐ of strikes, suspensions and other forms of industrial inaction
- ☐ of British Leyland and NUPE and Rolls-Royce and Clydebank Shipbuilders and Tony Benn and Keith Joseph
- ☐ of MSC and TOPS and WEEP and YOP

For education it began and ended with political change. In 1970, Mrs Thatcher swept into the Department of Education and Science to clear up after Mr Edward Short. In 1979, she swept into Downing Street to abolish the Welfare State. Her four years at the DES, however, were years of caution and the pugnacious defence of a low profile. While the money flowed, she got her share of it. Then the plug was pulled and her ambitious plans for nursery education were flushed away in a spiral of economic disaster. Ideologically she proved to be a right-wing quietist—all assistance short of help to the independent and direct-grant schools, a series of delaying actions on the comprehensive front; little philosophical defence of the grammar school, only a pallid smile at coexistence.

Her reign coincided with the later Nixon years in the United States, when

TIMES PAST

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A turbulent decade along the road to recession

the brave attempt to attack poverty and inequality through the education system had given way to the doctrine of benign neglect. Mrs Thatcher turned an icy stare on the Schools Council. Curriculum development lost ground. The Black Papers did what Mrs Thatcher failed to do and articulated conservative reaction. The ground was prepared for the backlash of the middle 1970s.

As if in preparation for Mr Callaghan's 1976 initiative, Mrs Thatcher's DES adopted new, critical attitudes towards educational standards. Bullock was set up. Preliminary plans for the Assessment of Performance Unit were hatched. When the Government changed, the DES maintained a continuity of policy which expressed hardening attitudes across party lines. Finally it fell to Mrs Williams to preside over the public relations exercise by which the Government buried one set of conventions about the curriculum and dug up another.

The landmarks can now be clearly seen: the OECD report on DES planning, the Fookes Committee, the APU, the Callaghan-Mulley conversation which produced the Yellow Book, the Ruskin Speech, the Great Debate, the Green Paper, Circular 14/77 and the Curriculum Survey . . . And, to provide a contrapuntal commentary on all these events, there was the new-found productivity of the Inspectorate which yielded one study or survey after another, including the most ambitious examinations of primary and secondary education since Crowther, Newsom and Plowden. Again, the momentum survived a change of government in the summer of 1979. The 1980s will open with the publication in two weeks time of the DES's draft framework for the curriculum.

Here then is one of the sustaining themes of the 1970s, one which can be seen to have been worked out from year to year with remarkable consistency: a determined attempt by the central Government to regain public control over the curriculum. This is not to everyone's taste. How could it be when part of the stimulus behind it is a general sense of disillusion and insecurity?

The second theme is much less transparent: the rise in unemployment and, especially, youth unemployment, which has transformed the economics of adolescence and introduced a new alphabet of programmes administered by the appropriately MSC.

The cause of the expansion is to be deplored, though not necessarily the idea of planned work experience and vocational preparation. The 1980s are approaching with the prospect of deepening recession and even fewer jobs for young people. The need to provide a varied and comprehensive set of alternatives to idleness for the jobless young looms darkly as the greatest challenge of the 1980s to the education and employment ministers—a challenge which no dogmatic attachment to public spending cuts must be allowed to set aside.

Comment

A recipe for rebellion at the AMA

Recent ructions at the Association of Metropolitan Authorities make wry reading. From the outset, the position of the education service in the AMA and ACC has been unsatisfactory. Both associations are bodies composed of local authorities, not of education committees. The AMA is a mixture of Metropolitan counties and inner London boroughs (which are not education authorities) and Metropolitan districts and outer London boroughs (which are). Inevitably, among those who take part in AMA affairs, those concerned with education are underrepresented by comparison with the size of the education service as a local government activity.

The latest episode only serves to underline this. The annual meeting of all 57 metropolitan education authorities had just met and passed rousing motions protesting against the cuts. (Some Conservatives went so far as to forget themselves and voted with Labour.) But the AMA Education Committee (on which only 29 authorities are represented) refused to endorse these robust complaints. Party discipline was restored. And the Labour leader, Mrs Nikki Harrison, marched her troops out in disgust.

Such conflicts are inevitable, given the curious constitution of the AMA and the present evenly balanced political strength of the major parties. But what does emerge is that, given the chance to focus educational opinion (as in the conference of AMA education authorities), it is possible to mobilize bi-partisan views in support of education on major issues. What is then quickly broken down into the familiar squabbles which, of course, the *supermarkets* prefer by the time it has been processed by the AMA committee system.

Sir Ashley Bramall was unguarded enough to express his disappointment in the AMA with a gentle reference to the passing of the Association of Education Committees. That service was killed by wrecking politicians like Sir Robert Thomas (who assumed the leadership of the AMA) because they were determined that education should not be allowed a strong separate voice. Sir Robert was right to foresee that if the education party in local government could campaign at the national level, it would put the interest of the education service before that of party and of local government as a whole. This is what happened in the years between the wars when an honourable fight to defend the education service was maintained by many l.e.a.s, especially among the boroughs which formed the nucleus of the AEC.

Of course, it is easy for Sir Ashley to complain—leader of the only *ad hoc* education authority in the country—and easy for the Labour Party in opposition to deplore the hubristic bravado of Labour in power which dished the AEC. But the damage is done. It will be compounded all too soon by the new Local Government Bill and Mr Michael Heseltine's nasty and illiberal attempts to bind local authorities even more firmly to the central Government's will.

In casting about for scapegoats, Sir Ashley turned rather ungraciously on the officers of the AMA for having failed to persuade their masters to give more priority to education. Here, too, there was an echo from the past. It was Sir William (now Lord) Alexander's greatest service to education and the AEC to be an aggressive, determined, and often unpopular, fighter for his corner: the education interest was never ignored while he was around. By the time the AEC was frozen out by the other two associations, there were plenty of old scores to settle for those who resented his powerful advocacy. What Sir Ashley Bramall was really regretting was the failure of the AMA to produce another Alexander. This was hardly a reasonable complaint seeing that the constitution of the AMA might have been expressly designed to curb excessive zeal on behalf of any particular service.

It is a pity that Sir Ashley's outburst coincided with the retirement this month of Mr Peter Sloman, the first deputy secretary at the AMA. Mr Sloman's genial and overflowing presence will be missed on the education circuit. His successor, Mr Jack Spurgeon, the present county education officer for Essex, has already played an active part on the national level in the Expenditure Steering Group (Education).

Wrong side of the blanket

The National Association of Head Teachers must be right when it urges members to resist attempts to finance essential school purchases by a whip round among parents.

Some l.e.a.s have already begun to rely on parents' associations to buy books and other necessary equipment. It is tempting for teachers in schools where the parents' group is particularly active or where there is plenty of parental money about, to go along with this. Many schools have greatly benefited when these activities have paid for a minibus or some other relative luxury. But it could be disastrous to rely on such voluntary effort to pay for essential items. These must be the responsibility of the community as a whole, through local and central taxation. A local authority which tried to pay for its schools by bingo nights and whist drives would deserve no more censure than one which relied on other people doing the same on its behalf.

The isolated examples of commercial sponsorship for school equipment also need to be closely watched. It was recently reported that the Metal Box Company had stepped in to help schools buy books to start up new A level business studies courses. This drew praise from Mr Neil Macfarlane, a DES under-secretary. Mr Macfarlane should rather have expressed concern that a new and desirable course could be introduced only by courtesy of a commercial company. It is scandalous that the schools should have had to go cap in hand to business for the essential tools of their trade. Necessity may be the mother of invention, but these schemes are strictly illegitimate.

A penny for your book

Pillars of the public libraries should reach for their Smirnoff before tackling the new consultative document on Public Lending Right. The document exposes the full dottiness of the scheme. The existing element is cost: for the record, the estimated administrative cost of the scheme is 30 per cent of £600,000, of the proposed £2m fund.

Still the PLR Act is through. Labour ministers did the deed: they preferred to give in to the successful authors and publishers they met at dinner rather than professional advisers who put up an alternative much cheaper, scheme (based on numbers of books bought, rather than lent) to achieve much the same effect. The Bill had all-party support and Tory pledges.

What we have is a scheme that will provide derisory welfare benefits for the authors who least need them. American blockbuster authors and tax exiles like Harold Robbins and Frederick Forsyth (or, more likely, their agents) can put in for £1,000 a year for each £1m of the net fund available. The estates will continue to benefit for 50 years after their death.

Less popular authors will be lucky to get £50. Many will get one penny a year—the report solemnly speculates on whether it would be administratively cheaper to pay on the nail, or let takings gross up to a reasonable sum. (10p every ten years? 30p every thirty years?)

Several worthy groups of authors will be excluded, in order to leave a modicum of cash for the fund after administrative costs have been deducted. Those whose books are on reference shelves will get nothing; nor will translators and there is no provision for illustrators, which is particularly unfair when it comes to children's books.

Damage to the public library service has notionally been minimized. In theory, libraries will be able to recoup fully administrative costs from the fund, and costs will be frequently revised with inflation. Data will be collected from the highest possible sample of libraries—about seventy in all.

But the sample will change every five years, involving new machinery, chores, and training for more libraries. Fewer than half of the local authorities will have computerized their services by the time the scheme starts (1982-83 is the target), and even those will not have systems designed to give the necessary information without incurring further costs.

Comments on the document are invited by March 31, 1980. No doubt there will be chuckering with the detail: but with the Act through, and Mr Sir John Eccles personally committed by his new Commons Standing Committee on education, science and arts.

The committee of nine MPs has decided to look at the funding and organization of courses in higher education as its first education topic. Thirty-two possible subjects for investigation had been submitted by MPs, the Department of Education, the Office of Arts and Libraries, and individuals.

On the arts, the committee will look at the future development of information storage and retrieval in the British Library and other national libraries.

Mr Christopher Price, committee chairman, said last week that the MPs' task was to monitor the DES and OAL.

"I am very anxious that we should do short, sharp studies of specific problems." A report on fees would be produced by the end of May; the libraries report would be a month earlier.

The decision to increase overseas' student fees had been taken very quickly, he said. It had not been possible to monitor the effects of the rise. But there had been many complaints from university vice-chancellors that it would put some of their courses in jeopardy.

"I would like to test the validity of that assertion."

Under the new rules for the standing committee, the MPs can send for any person or papers they wish. Mr Price said he would expect to receive all the factual material within the DES on which the decision was based.

The committee will meet every Wednesday morning from January 16 next year. Written evidence from any interested party would be welcome, Mr Price said.

No comment

Wife to husband (both teachers) at evening meal, talking about daughter's school: "Neal has got a sublime teacher with her this year." Young daughter, in Infant Reception Class: "Yes and she's got a Guinea Pig!"

NEWS

Parents to become biggest group on Birmingham boards

by Diane Spencer

Birmingham is about to out-do the Taylor report on school governors by launching a scheme in the new year which will make parents the largest single group on governing bodies.

The Taylor report recommended for governing bodies an equal composition of parents, teachers and representatives of the local community and the local education authority. Birmingham will have five parents, two teachers, three local authority representatives, one member of the non-teaching staff, Coopted members, one of whom could be a pupil, will make up the total of 14.

The number of governing bodies will also be vastly increased. At present there is one for each of the 18 consortia of schools in the city. In January there will be 258, roughly one to every two schools.

Mr John Crawford, the city's chief education officer, sees the scheme as a big step forward, in terms both of democracy and accountability.

The scheme was proposed in 1976 before the Taylor committee reported, and has been supported by both parties. But teachers' unions are not happy with the plan. Mr Tom Gray, head of King's Heath Junior School and local secretary of the National Association of Schoolmasters/Union of Women Teachers, said he saw no reason for the change. Teachers had equal representation with parents in the old system whereas now it was five to two. A great deal of public money was being squandered in setting up the governing bodies; this was totally unnecessary.

Mr Michael Morris, deputy head of Pitmaston comprehensive in Hall Green, and an executive member of the National Union of Teachers, said his union was in favour of the basic idea of individual governing bodies, but these would be powerless talking shops. He considered that the plan had been cynically devised to produce an illusion of democracy.

The National Association of Governors and Managers is delighted with the scheme. Mrs Ruth Jennings, the association's secretary, said it was admirable that the authority had introduced the scheme in advance of the new Education Act which will implement many of the Taylor recommendations.

Girl carpenter loses sex-bias case

The first case brought under the education section of the Sex Discrimination Act was lost in Croydon County Court last week. Giving judgment on the case of the 14-year-old girl who said she wanted to do carpentry instead of needlework, Judge Perks ruled that there was no discrimination.

He said the treatment for girls and boys at the mixed Woodcote High School, Croydon, was different but equal because boys were not allowed to do needlework any more than the girls could take woodwork. There was no question of awarding damages to Helen Whitfield. Her mother used her as a weapon in her campaign for women's rights and he was not satisfied that Helen wanted to take carpentry at all.

The action was brought against Croydon Council, the school's governors and Ms F. L. Handley, the headmistress at the time. Mrs Barbara Calvert, QC, for Mrs Jean Whitfield and her daughter, said the headmistress wrote to Mrs Whitfield saying it was "not possible to allow the girls to take this course because it would not be to their advantage in the long run when they went on to Purley High School", a single sex school.

In June, 1977, a request was made that Helen should have a place on the course.

After a special meeting of the governing body in September, 1977, Helen was offered a place on the course.

Mrs Calvert said Mrs Whitfield "thought that if Helen were to be the only girl in the class it was still discriminatory and would be detrimental to her education".

Mrs Calvert said the claim was being made for damages for alleged discrimination while Helen was a pupil at the school.

She said that Helen, who left Woodcote in the summer of 1978, was now doing a correspondence course at home and hoped to take six O levels. Her ambition is to be an engineer.

Mr Bernard Marder, QC, for the respondents, said that curricula practices at the school regarding options offered to pupils had changed and further admission had been on "a quite different basis" from that complained of.

Cross-examined by Mr Marder, Helen agreed the new headmaster had offered her and two of her friends the chance to do woodwork.

Commons committee to review rise in foreign student fees

by Stephen Cohen

The sharp increase in fees for overseas students at universities and colleges in Great Britain is to be investigated by the new Commons Standing Committee on education, science and arts.

The committee of nine MPs has decided to look at the funding and organization of courses in higher education as its first education topic. Thirty-two possible subjects for investigation had been submitted by MPs, the Department of Education, the Office of Arts and Libraries, and individuals.

And in keeping with my belief that mixed-ability groups should have mixed-ability teachers, I should like to redress the balance of this highly competent team by introducing Mr Dumpley, who is fairly stupid. . . .

Somerset is the latest county to become confused

Nurseries: a law in limbo

Down in Somerset, they must be wondering why history isn't repeating itself. More than 20 years ago, the local education authority wanted to end nursery education in the county—but the then Conservative Government stopped it.

This year, the Government appears reluctant to stop Oxfordshire doing the same, even with a new interpretation of the 1944 Act which makes Oxfordshire's intentions clearly illegal.

In 1957, Somerset l.e.a. proposed to close its two remaining nursery schools. After representations to Lord Hailsham, the Education Minister, he issued a direction under the 1944 Act, declaring that the authority must keep the schools open.

Since then, nursery provision in Somerset has remained almost static. ("A small increase" was an official's description of progress between 1957 and 1979.) But those two schools nearly suffered the same fate again this year. Local officials, considering how to make the cuts demanded by the new Government thought again of closing them down and wondered if the 1957 direction still held good.

They wrote to the Department of Education and Science in the summer. The department replied that exhaustive searches had failed to uncover the 1957 directive. But, it said that if the facts were as Somerset had stated, the direction would presumably have been made under either Section 68 of the 1944 Act (where the Secretary of State thinks a local authority is acting or proposing to act unreasonably) or under Section 99 (where he thinks it is in default of its statutory duty).

The Department would not now advise the Secretary of State to seek to enforce the law in this way, the reply said. While the Secretary of State would regret a decision by the l.e.a. to close the schools, he would not invoke his statutory powers to enforce his view.

Somerset digested this reply and assumed that the Department's new caution stemmed from the Tameside decision, where the Law Lords said the Secretary of State had misdirected himself over what was "unreasonable." But they took the hint about the Secretary of State's regret and began to look elsewhere for cuts.

This, of course, preceded Oxfordshire's historic decision to close all its nursery schools and classes and the Department' subsequent discovery that local authorities did, after all, have a duty to provide nursery education. That opinion, reached by the Department's legal experts, has now gone to the Attorney-General's office for an authoritative ruling.

Biddy Passmore

Yes, there is a statutory duty, but . . .

The new legal interpretation of what the 1944 Education Act lays down for nursery schooling is clear in one respect: local authorities have a duty to provide nurseries.

But as the Education Secretary, Mr Mark Carlisle, reveals—or rather does not reveal—in answer to a list of questions from the *TES*, all else remains unclear.

Q: Do l.e.a.s have a statutory duty to provide nursery education for those aged two to five who want it?

A: Yes, but the DES is studying the nature and extent of it.

Q: Is an authority which does not provide nursery education complying with the law?

A: We're studying the implications of the law.

Q: Are you prepared to use Section 99 of the Education Act against an l.e.a. which is failing in its duty to provide nursery schools?

A: This depends on the circumstances in any particular case.

Q: Are you proposing to remove the legal duty to provide nurseries or is it still the Government's policy to provide nurseries?

A: It is Government policy to support nursery education. Building programme resources have been provided for 1980-81 for which bids have been received from 40 l.e.a.s.

Q: What is your response to the decision by Oxfordshire to close down nursery classes?

A: See answer to written question in the Commons (December 10, 1979). (This answer turns out to be misleading. It said Oxfordshire was not going to close down all its nurseries. Oxfordshire County Council decided on November 13 to close down all its nursery schools and classes by 1982.)

Q: Are you prepared to amend the law to permit l.e.a.s to charge fees?

A: I have no plans at the moment to do so.

University cuts based on 'fallacy'

by Bert Lodge

The Government meddles with the gilt-edged investment of Britain's universities at its peril, the President of the Association of University Teachers has warned.

Next year 11,000 fewer students would be admitted to university. This was an indefensible waste, he told the AUT annual conference at Sheffield.

The Government's argument for cutting its grant to universities was based on fallacy, Dr. A. W. D. Taylor said. The first fallacy was the belief that universities did not make much of a contribution to the wealth of this country; the second that the country had been overgenerous towards education.

"Mr Carlisle ignores the fact that the education system is one of the great direct and indirect producers of wealth in Britain. We produce the people who produce the wealth—the scientists, the engineers, the technologists, the architects and so on—the list is almost endless.

"We also produce the arts graduates who according to the latest figures are just as much in demand by employers as our pure science graduates."

It was a myth, Dr Taylor said, that all arts graduates became MPs or under-secretaries of state for education.

He referred to the AUT's recent publication, *The Universities' Contribution to the Nation*, which spelled out the value of university research to the country's wealth.

"In purely monetary terms, university research is one of the most profitable nationalized industries in Britain—a gilt-edged investment."

Yet with a few honourable exceptions private industry—the legendary producers of wealth—seemed unable to take full advantage of the flow of ideas and inventions from universities.

"This failure of British industry is a continuing source of astonishment to our industrial competitors abroad."

And Dr Taylor, a maths teacher at Liverpool University, added: "Given the deep social and functional changes facing Britain we should be spending more not less of our national wealth on education.

"Mr Carlisle's argument is also extremely philistine. The education system is the source of so much that enriches the life of all of us."

Moreover, the Government, though it had tried very hard, had failed to come up with any actual example of waste in universities.

True, Rhodes Boyson, the junior minister for higher education, had said the country needed to be reminded that we had the most expensive university system in the world in the cost per pupil.

"But I do wish Dr Boyson would get his facts right. International comparisons are notoriously difficult and often misleading. A better comparison is cost per graduate, that is, the cost of the finished product; otherwise one is ignoring the very high dropout rate in many countries due to their very different approach to university admissions."

Dons take 10% and wait for Clegg

University teachers voted overwhelmingly last week to accept a 10 per cent pay offer which will take effect immediately. They will refer the rest of their original claim of more than 30 per cent to the Clegg commission on pay comparability.

The 10 per cent will be backdated to October 1, and a further six per cent will be paid "on account" from next April pending the Clegg commission's report. The balance will be paid next October. By April the lecturers' scale will go up to between £5,052 and £10,435 a year.

Platform

This is an extract from an article by John Tomlinson, director of education for Cheshire and chairman of the Schools Council, which appeared in the last issue of Education in Cheshire. Part of the article deals with the hasty cuts which had to be made in Cheshire's 1979-80 budget, "based on expediency not principle", after five years of "trimming at the margins", and the fundamental issues raised by cuts considered for next year. Here, he goes on to analyse the need for national, and rational, planning for the 1980s.

There is a story told of a mid-west chapel congregation which decided three things at the same meeting:
- *They would have a new chapel.*
- *They would use the materials from the old one to build it.*
- *Until the new one was built they would carry on using the old one.*

We must be careful not to get ourselves into such an impossible situation with the education service. This, I believe, means that we must consciously decide what is essential and protect these things from damage at all costs.

We must also recognize that education is an interrelated whole from which parts cannot be removed at random.

And we need the best possible partnership between elected members and professionals so that these important decisions can be taken against a background of real knowledge and professional experience.

And to what purpose should we use the partnership that I have argued for? What should be our objectives for the 1980s? My answer would be that what is needed is agreement about what level of resources (roughly) we shall be able to spend on education by the mid-1980s, a plan for the kind of service we would want for that money, and a plan for getting there in an orderly way.

It may sound impossible. With the annual budgeting system nationally and locally, it may prove impossible. But that is no reason for not pointing out that it would be the only rational way to tackle a contraction of the magnitude suggested.

If the Government can accept that the BBC needs a three-year budget so that it can plan rationally, why cannot education have the same? Is the national broadcasting system more important than the national education system? And if the objection is that it could not be done for all local government services, then let us do it only for education or, with regret but resolution, take education out of local government.

For the education service is not just facing the need to contract. It is also facing one of the most difficult and important phases in its development, and unless we face issues squarely and agree policies to deal with them, we may have a service in disorder by 1984.

Consider the challenges facing primary and secondary education. Primary schools generally will be one-third smaller in 1984. Seventy per cent of the schools will have to organize classes with mixed-age groups and teachers who have never done so before will have to teach them.

The primary survey by HMI showed that science and humanities were not taught adequately and that teachers needed more training. Most teaching of all, it showed that the 20 per cent of teachers who adopted a mixed style of teaching, using both exploratory and didactic methods to suit the particular purpose in hand, achieved the best results.

What means that 80 per cent of our teachers need to add to their teaching skills. All that amounts to is a considerable requirement for teacher in-service time for inviting and for planning and trying out new ways of working. It will quite simply be courting disaster if we turn our backs on these issues.

In secondary education, after a lengthy period of concentration on the structure and organization of schools it is time to turn our attention to the process and content of secondary education. What is being taught? What should be taught? And what are the best ways of teaching it and assessing and examining it?

There seems to be agreement within the profession and outside it among those who have to make industry, commerce and the services work, that change is needed. In the modern world, the scholastic concentration on mental learning needs to be complemented by learning how to learn.

An education which concentrates on the academic, the formal and the abstract can reach only a minority. There are ways of developing intelligence and competence in human beings—more traditional ways which involve making and doing, solving the problem of the real world, and taking responsibility for oneself and others in real situations.

Indeed, these methods of education are also valuable for the academically inclined since the intelligence they engender is the same intelligence as is developed by mathematics, for logic, for Latin or other academic subjects.

The advantage of such an approach to education is that it does not divide knowledge arbitrarily. Pure and applied—with the implication that applied science is second-rate. The false academic tradition has done much harm in our society and in our economic and social life and the balance needs to be set right.

But if we are to teach in this wider way, embracing with equal fervour the academic and the practical, the abstract and the empirical, then the narrow methods used to assess and certify success which are appropriate for academic study need to have added to them new methods which allow measurement of the other elements of the curriculum.

The techniques necessary for this form of assessment by teachers, according to agreed criteria and cross-moderated between schools and examining boards, have been developed and are available if we wish to use them.

It is a bold step. It would mean trusting school teachers as much as we trust university teachers. The difference is that, unlike the universities, schools would be working to agreed national criteria.

The general point is that if curriculum is to be simplified and agreed, if examinations are to be unified and their competence to judge what is being taught extended appropriately, our teachers must be given the time to learn these things, time to think how they should be used in their schools, and time to apply them.

I would argue that if we choose to do so, we can seize a golden moment in the early 1980s, reordering both curriculum and examinations in secondary schools to suit the late twentieth century. But we shall only do this if we can agree nationally about those things that need nothing nationally. That is, create a framework for the curriculum and an appropriate examination system.

Then, within the LEA, we must agree how many teachers we shall be able to afford to give schools, according to their size, so that they can plan and redeploy the agreed principles of the curriculum.

The LEA must be willing to make a promise about the number of teachers and the allocation of pupils (that is, place a reasonable limit to parental choice, in the greater interest of being able to run adequate schools from year to year).

And, most revolutionary of all, it means insisting upon the need for the teachers of a school to spend a sizeable proportion of their time in professional development.

In training themselves, where new skills or knowledge are needed.

In thinking together as a staff about the whole curriculum, and then about the detailed parts of it (giving life to the national skeleton).

In assessing honestly what they are achieving—including the careful profiling of their children so that their school leaving certificate can bear witness to much more than it now does.

In this way, in-service training would be built into the system, not thought of as an expendable extra. In other words, the LEA must decide what it can afford; and then it must stand back and leave the profession—administrators, advisers and teachers—to use their time wisely to achieve the ends that have been set.

The many layers of democratic involvement and the proper lively concern of parents would ensure that the profession had regularly to give account of themselves against the agreed criteria.

I have analysed the needs of two secondary schools. But how daunting they are and how much we shall regret it if we just proceed as we can, chip away at the existing system and expect it still to meet our needs. A similar analysis is easy to make for nursery education, further and adult education in every case. The message is the same: think, or thoughtlessly destroy.

John Tomlinson

The need for a 3-year plan

School anxieties are most important cause of truants

Children are more likely to play truant because they get on badly with their teachers than because of bullying or problems with their parents, New research published in the current *Educational Review* suggests that the important factors are the difficulty truants have in relating to other children at junior school level, and poor relations with teachers at the lower secondary levels.

Mr. M. J. Reid of Craigfield Boy's School, Belfast, studied 180 persistent absentees, aged nine to 14, in 21 Birmingham schools. As much truancy research concentrates on older pupils, he felt looking at its roots earlier on would help in planning preventative measures.

Mr. Eaton suggests that for children who have had trouble relating to their peers in junior school, warm and secure relations with teachers may be essential to prevent truanting from larger, more frightening secondary schools.

"Early Identification of Persistent Absenteeism. Educational Review vol. 31 No. 3 1979.

NEWS

Training centre to lose 25 lecturers

by Bert Lodge

More than 250 fewer teachers are likely to be on in-service training at London University Institute of Education from 1983 because of government cuts on universities.

Up to 25 lecturers will have to go by 1983, making some redundancies inevitable. Other more immediate economies are:
- Eleven part timers to be sacked from next June
- Six new academic posts to be frozen and four replacements to be suspended
- Fees of £2,000 each to be introduced for all overseas students from next year
- A cut of 30 per cent in current non-salary expenditure.

The institute expects 25 per cent fewer overseas students next year and probably 60 per cent fewer after 1982. At present 27 per cent of its full-time numbers are from overseas.

Details of the proposed cuts were put to the institute's policy advisory committee early this month. The freezing of posts and sacking of part timers has already been agreed by the committee of management.

The institute has been told that its grant from 1981 is likely to be £200,000 less than at present. Dr William Taylor, the institute director, has already written to Mr J. B. Stewart, the university principal, pointing out that the total reduction in grant could be 28.6 per cent by 1983 compared with 18 per cent for London University as a whole and 13 per cent for all universities.

The letter says that the staff-student ratio at the institute is already high. Despite the initial "improvement" expected from a fall-off in overseas students, the only way to keep the ratio at an acceptable level is by cutting down substantially on part-time students, by as many as 250 (that is, 127 full-time equivalents) by 1983-84.

Dr Taylor says this year's total of 939 full-time equivalents represents 43 per cent of the full-time equivalent total, a figure expected to rise to 50 per cent next year when fewer overseas students are likely.

Pleading for the kind of special consideration the university has indicated it will show to Rickbeck College, which has the highest proportion of part-timers, the letter says: "... There is an increasing demand for in-service training for teachers in the London area. Many of the subjects and specializations can only be offered by this institute which are available nowhere else ... It would be most unfortunate to cut back our contribution to this work."

The reduction in academic staff would be up to 15 by 1983-84, possibly 24 by 1983-84.

It is difficult to avoid the conclusion ... there would have to be redundancies."

In addition there is to be a review of all non-teaching staff vacancies.

Poly threat is lifted

The threat to the future of Teesside Polytechnic has been lifted. The Council for National Academic Awards, the body which validates the polytechnics' most advanced courses, announced last week there was no possibility of withdrawing its approval from the institution in the foreseeable future.

A visit by CNAA representatives last year found the polytechnic disciplined, poorly led and understaffed. However the council agreed to continue its recognition for a further two years. Subsequently, Dr John Houghton, the director, retired early.

A further visit took place in Spring this year when the CNAA described developments at the polytechnic as encouraging.

After a two-day visit earlier this month the council has decided to extend its approval "without limitation in time."

NEWS

Voucher plan for independents

by Biddy Passmore

The new Education Bill may make it possible to include independent schools in a voucher experiment, Mr Mark Carlisle told representatives of the voucher lobby last week.

The delegation had gone to present a petition to the Education Secretary asking that private schools be allowed to participate in voucher experiments and requesting a change in the law. The six delegates included Mrs Marjorie Seldon, secretary of the Friends of the Education Voucher Experiment Representative Regions (FEVER), Mr Paul Marland, MP, and Mr John Barnes, chairman of Kent Education Committee.

Under a voucher scheme, parents would be given a voucher equivalent to the cost of educating a child at a state school—currently £309 a year in primary schools and £537 in secondary schools—to be "spent" at any local authority school of their choice. If independent schools were included, parents would also able to top up the voucher with their own money to reach the full fees, alternatively, parents wishing to send their children to private schools could be given a voucher equal to only one third or two thirds of the state cost.

By accident or design, the Government seems to be clearing the chief legal obstacle to the inclusion of independent schools. This is the restriction on local authorities' freedom to pay for education in the private sector. Section 27 of the new Bill does away with this restriction and the Department is apparently satisfied that it makes a full voucher scheme legal.

However, the much greater obstacle of cost remains. The Kent feasibility study, published last year, showed that a voucher experiment limited to state schools would cost between £100,000 and £600,000 in Ashford alone. Widening it to include independent schools would raise the cost to between £873,000 and £1.3m.

At Tuesday's meeting, Mr Carlisle made it clear that the Government would look favourably on a voucher experiment but that the money would have to be found locally. At a time of public spending cuts, he did not think it right or proper to give central funds to one particular local authority for this purpose.

The only LEA planning a voucher experiment is Kent. While the authority would welcome the inclusion of independent schools, its chairman, Mr Barnes, has made its clear that the ratepayers could not ex expected to finance such an expensive scheme. He is now investigating possible support from industry but will go ahead with a scheme restricted to the state sector if it is not forthcoming.

Kent's experiment will probably start with open enrolment in a limited area in September 1981. The starting date has had to be pushed back a year because of the problems created by the cuts and the need to introduce new arrangements for school meals and transport.

11-plus failure is president

by Sarah Bayliss

A boy who failed his 11-plus and common entrance exams and was educated at a mixed comprehensive in Devon, will be the president of the Oxford Union next term.

Warwick Lightfoot, aged 21, will be the first comprehensive boy to get the job.

Warwick, who describes himself as a "liberal Tory"—against capital punishment, and for civilized prisons and relaxed immigration laws—is the fourth in a line of Conservative presidents at the Oxford Union.

Following a poor career at a West country preparatory school, he arrived as a boarding pupil at King Edward VI comprehensive school, Totnes.

Warwick explained: "I was 11 before I began to read properly and completely unacademic until I was about 14. I did quite well after that."

"I wouldn't want to be held up as an example in favour of the comprehensive system, but I suppose the people who originally said selection in education could be damaging were looking at children like me."

Warwick emerged from King Edward's with three A grades in A level economics, sociology and English.

Warwick Lightfoot

Personal column

John Rae

Myths of the public school

Have the public schools undergone a fundamental change in the last 10 years? What prompts me to ask is a series of chance encounters. I came across for the first time the Open University Unit *The Education of Elites* written by Madeleine MacDonald, and then I read for the first time T. C. Worsley's *Barbarians and Philistines, Democracy and the Public Schools*. Finally, I watched for the fourth time Lindsay Anderson's film *If . . .*

To put them in chronological order *Barbarians and Philistines* was published in 1940; "If . . ." was released in 1968 and the *Education of Elites* published in 1977.

Though these views of the public schools cover 37 years, I found that my reaction to each of them was the same: I did not recognize the school life they were describing.

I think the explanation of my reaction is that the public schools have actually changed, but I appreciate that there may be other explanations such as the defence mechanism that distorts reality in the face of criticism. Even if I am right, how deep do the changes go? How real are they? I can only attempt to answer these questions by looking at some of those aspects of public school life highlighted by the critics but in my view the subjects of thoroughgoing and recent change.

All the critics make great play with the importance of the hierarchy in public schools. The operation of the hierarchy is one of the central themes of *If . . .*. Madeleine MacDonald emphasises the same point.

However valuable and perceptive much of this work it was all published in the 1960's before the most important changes occurred in the public schools.

The idea that these schools cultivate a rigid hierarchy of authority will come as a surprise to headmasters who in recent years have been trying to persuade school prefects to exercise a little authority from time to time if only for the sake of appearances. Even the most junior public schoolboys would find it difficult to subscribe to the "rigid hierarchy" thesis today. The fact is that in every public school I know well the hierarchy has broken down.

Closely associated with the myth of the rigid hierarchy is the myth of what sociologists like to call "social control". To Worsley the totalitarian nature of public schools is different in no way from Nazism. Madeleine MacDonald puts it less hysterically but no more accurately: "In the public school ethos, supervision of the child is essential", she writes, "the teacher must always have control over and be in sight of the child". I can almost hear the shrieks of mirth from the Lower Shell.

If Madeleine MacDonald had ever visited the public schools, even before the changes of recent years, she would immediately have realized the anachronistic nature of what she was writing. But she presses on: "At no point should the child escape the visibility of social control." This social control suppresses individuality through "team games, the corporate life of the boarding school, disciplinary procedures and school rituals".

Anyone who has attended assembly in a comprehensive school, with its forms marching in and being checked by the teacher, will know that the public schools cannot hold a candle to the comprehensives when it comes to using ritual as a means of social control. As for the rest of the manipulative instruments—disciplinary procedures are simpler, more open and more humane; team games are no longer monolithic but part of a varied sporting provision and the corporate life of the boarding school has been diluted by frequent exeats and by a return to an eighteenth-century view of school bounds.

In many ways the most interesting yet most hesitant changes have occurred in the field of religion. To Worsley, in 1940, public school religion was a hollow sham. The same message is explicit in *If . . .*. According to the Open University Unit "acceptance and practice of orthodox Christian faith and morality" is still a quality public schools try to foster.

The truth about religion in public schools today is more interesting and more complex. In the late 60s a number of schools abandoned compulsory attendance at chapel. Some subsequently regretted the change, recognizing that it owed more to the agitation of the boys than to the conviction of the staff. In many other schools compulsory chapel remains, with services that, having gone through the experimental phase of the 60s, are not unsatisfactory compromise between tradition and modernity. The services still have the weaknesses of a church parade, but they have strengths to. Those who plan and take the services have greater humility. They seek for God. The old conviction may have gone but the old smugness and self-righteousness have gone too. And around these compulsory services has grown a variety of voluntary services such as family communion. It is not perfect but neither is it a sham or an engine of social control. To the visitor the public schools may look less Christian than they were, 30 or 40 years ago but in fact they are communities in which it is easier to be a Christian than it was and easier not to be too.

It would be possible to continue the demythologizing, but I have, I hope, done enough to challenge the sociologists to reexamine their views. I may have exaggerated the degree to which the public schools have changed; I am sure the critics have exaggerated the extent to which they have not.

School to work

Edited by Mark Jackson

Ministers press for a cheaper version of YOP

A fresh threat hangs over the Youth Opportunities Programme, newly saved from cuts at the expense of some of the adult training and employment services. The Manpower Services Commissioners, forced to save £150m and 3,400 staff, have nevertheless approved the proposals first reported last month in the *TES* to expand YOP by up to a quarter in readiness for a rise in school leaver unemployment next year. They are determined to stick to the plan for a genuine work preparation scheme with education and training tailored to leavers' needs.

But some ministers want the programme to be turned primarily into a national work experience scheme to induce employers to take on youngsters. They believe its other elements—community service, training workshops, and courses—are too costly and should be used only for a handful of the most disadvantaged youngsters.

The ministers have been encouraged by savings the commission has made so far as a result of developing the work experience side of the programme much more quickly than the other schemes—so far it has provided two thirds of the places instead of the one third planned. The commission hopes to achieve the full quota of other places early next year.

But Lord Gowrie, Minister of State at the Department of Employment, told representatives of youth groups and voluntary organizations involved in YOP that he and his colleagues were impressed by the success of work experience with employers, which had enabled the commission to meet the programme's share of the public spending cuts this year. Seven out of ten of the youngsters had found jobs immediately on leaving work experience. "I distinguish between WEEP and the rest, which I would call the core," he accept that Voppery is necessary for some in the inner city centres.

"But the advantages of WEEP are that it is cheap, and it is something that appeals to the Treasury because it is cost effective. I am prepared to go out on a limb and say that I am 95 per cent certain that it will be retained even against a background of more substantial savings in public expenditure than have been achieved so far."

Lord Gowrie, who was addressing the annual general meeting of Youthaid, said that although "it is easier to get sentimental about young people than about a middle aged man who loses his job" today's youth were resilient and well able to cope with the support of their families and their friends. Their real hope was in the eventual success of the Government's anti-inflation strategy, which would mean a short-term increase in unemployment. "I am surprised that it is not higher—I would have expected it to have reached 1.8m by now", he said.

Miss Clare Short, Youthaid's director, told Lord Gowrie that she was shocked that he appeared to be confirming the cynic's view that YOP was a device for bribing employers into taking on young people and getting them off the unemployment statistics.

Before the meeting Lord Gowrie told the *TES* that he was worried that school leavers were going into the programme too quickly, and felt that they should be made to spend several months looking for a job before becoming eligible.

But Mr Richard O'Brien, MSC's chairman, says that the commissioners have confirmed their commitment to the present YOP rules, which allow youngsters in after six weeks on the unemployment register.

Asked if the commissioners—among whom the CBI and the TUC are heavily represented—would resist any attempt to change the character of YOP, Mr O'Brien said the commission had been unanimous in reaffirming the plans and objectives for the programme.

Voluntary agencies shun offer to deal direct with Whitehall

Leaders of the voluntary agencies involved in the Youth Opportunities Programmes have rebuffed an invitation to bypass the Manpower Services Commission and deal directly with the Government.

Lord Gowrie asked them at the Youthaid meeting whether they would prefer in future to negotiate with the Department of Employment over the programme. They told him that they thought that would be a great deal worse than the present arrangements.

The voluntary sector leaders, who include some of the commission's most persistent critics, reacted strongly to a series of remarks which Lord Gowrie made about the commission's role. Told that some of the organizations felt that they no longer had any control or influence on what the commission did, Lord Gowrie said: "That's very much how some of us in the Government feel."

He said that the commission was being criticized "in very high places in the Tory party" and that it needed now to be "exceptionally good—holier than the Pope". Ministers resented having to answer for the commission's actions when they had no say in how the money was spent.

Lord Gowrie was told that the voluntary organizations did not share his apparent hostility to the MSC. "We admire its achievements but we want it to be more responsive. It is partly because of the sort of pressure from the Government that you are demonstrating that it is becoming less so", they told him.

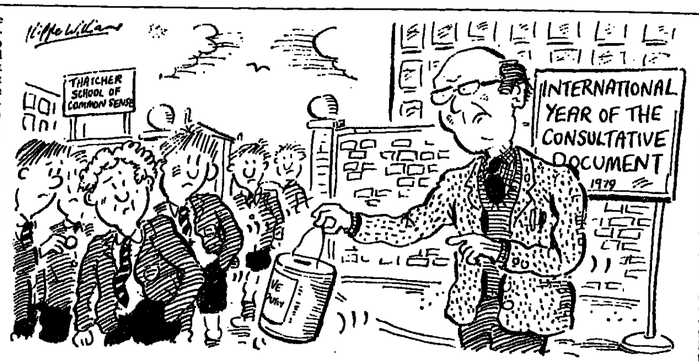
Cuts hit managers and women

Training for management and for women will bear the brunt of staff and money cuts imposed on the Manpower Services Commission. The commission is also pulling out of occupational guidance centres and leaving their task largely to the careers service.

The cuts, which are intended to achieve a saving of £150m and 12½ per cent of the MSC's 26,500 staff, will mean:
- The end of the separate Professional and Executive Recruitment service.
- The closing of the 48 occupational guidance units.

Much of the TOPS cut will be in clerical and commercial training, the main retraining field for women and girls. Some semi-skilled training and advanced management courses will also go, but technician and computer training will be stepped up. The work of the industrial training boards, and similar bodies will stay at its current level, but the commission may close some of its Skillcentres.

NEWS



A short year for the TES: a long haul for education

Tudor David, editor of *Education*, reviews 1979

To begin at the beginning. There was no *Times Educational Supplement*. Thank God, people said, no more wading through pages and pages every Friday, as though it was a release from bondage. But people want their chains and the day *The Times Educational Supplement* resurrected they went back to it—more than 100,000 of them—a phenomenal circulation by any standards.

The puzzle is why no one plugged the gap. This is not of consequence merely to the media who love debating their own business more than any other. After all, without the medium there is no message, and without the message the education system loses its metabolism. True, *Staffroom* served an immediate need, but it was only what it said it was—a weekly for the staffroom. Teachers need something they can take to a private room; that has been *The TES*'s function down the years. True also that by the end of February the owners of the *Daily Mail* could bear the suspense and suspension no longer. On March 8 they launched the *Weekly Educational Review*.

Well, dog does not eat dog and wild horses could not draw a comment from me on that venture. By the end of September the poor fledgling ceased its chirp and lies in an unmarked grave. But had it or something like it succeeded, educational journalism would never have been the same again. It would have shifted downmarket and any self-regarding media person (and they all are) must believe that that would have had profound effects whatever they might be.

But to turn to the trivia of 1979. Educational events are either people or paper, especially paper. I blame the Government because every piece they produce generates at least 20 others, even if it is only an angry note saying someone was not consulted. If only we could have gone straight from January to December and missed out the other months a great deal of paper could have been saved, principally of course because there was a General Election in between. Organic change, for example, which drove the Association of County Councils and the Society of Education Officers into a frenzy need never have happened.

But other casualties were more serious I admit that the Labour Government never seemed closer about what would come of the 39 industry Sector Working Parties they set up three years ago under the National Enterprise Board. Moreover, the SWP's had no educational input. But one or two of them—like electronics—were beginning to look for an educational output. For the first time since the nineteenth century there seemed a prospect of industry training in a systematic way to FE and HE (admittedly there is Finniston but that belongs to 1980). Now all that is gone, and we are back to dreary addresses by token "industrialists" about how education must get its wake up to the ill-understood needs of muddled modern Gradgrinds.

As to the 16 to 19s, they came out of 1979 no better than they went in. There were no fewer than three consultative papers produced by Labour with the promise of a White Paper. The Tories turned instead to a quango with the engaging Neil Macfarlane chairing a combined muster drawn from DES and CLEA. As one of the Tory delegates said from the platform of the Party Conference at Blackpool in October, the truth is that neither party has had a policy for the 16 to 19s; yet the plight of at least half of them can on present prospects only change seriously for the worse.

But the big report of 1979 was of course Rutter—in March. *Fifteen thousand hours*, as it was shrewdly entitled, would have filled the *TES* for weeks. Its main message was that those American sociologists who were busy saying in the 1960s that what happens in schools does not actually matter were wrong. It matters very much, all the 15,000 hours of it. There is a lot more than this to Rutter: it spells out more; clearly than anything previous what goes to make a good school—such as taking work seriously and maintaining a firm and consistent discipline. These are things most teachers and almost all parents have known all along; but Rutter stands it up.

You could say that at last commonsense about pedagogy surfaced in 1979. For there was also Clare Burstall, head of research at the NFER writing in *Trends*, the DES magazine, in October. She tackled the paradox so often propounded by the researchers that bigger classes mean better teaching; it seemed against all gut feelings of both teachers and parents. Dr Burstall combed through hundreds of studies and found that those which had not made every research mistake in the book actually proved the opposite: "more is learned in smaller classes". Another return to sanity emerged from the HMI survey of secondary schools which came out in December; that the fashion for options in the fourth and fifth years has got to stop.

The HMIs put a brave face on it all but there is no way the survey can be made to show that we have secondary education for all. What we have for the most part is a mish-mash of grammar and secondary modern school practices with options for the "extra" years, i.e. those added since the war, as a solution to teaching the less able.

But the HMIs would have been fairer had they said that it is not only in England that secondary schooling has been found wanting. For evidence, look at what purported to be the most important book of 1979—*The School in Question: a comparative study of the school and its future in Western Societies*. This sprang from seminars held in California and West Berlin laid on by a body called The Aspen Institute.

What came out of it was a book written by a leading academic—Torsten Husén, the influential Swedish sociologist—on secondary schools. Judging from this and a number of other colloquia it can be stated as a universal premise that all attempts at educational futurology finish up with the same subject. You can narrow it down even further. How does a country, whether a mixed economy or socialist—cope with what Husén calls the "negativism" of the less able adolescent in the context of a revolution of rising expectations?

The fashionable sociologists who afflict the upper reaches of teacher education and the ultra left who afflict the lower reaches of the NUT will have none of this. For them it does not describe the real world. But 1979 is likely to have delivered their come-uppance. In the long run, the most influential book of the year was probably Harold Entwistle's study of *Antonio Gramsci: Conservative Schooling and Radical Politics*. Gramsci founded the Italian Communist Party; spent 11 years in Mussolini's jails and died in 1937 at about the time that Anthony Blunt was so active in Cambridge; ideologically the two are a world apart. And Gramsci has been hailed as an apostle of the New Left. They clearly cannot have read him in the original. What Entwistle shows is that Gramsci was essentially a Rutter man with a touch of the Rhodes Boysons, all for work and discipline and even correct spelling. Unstructured, "liberal" schooling could only in his view disarm the working class.

Could it be, perhaps, that Rhodes Boyson in those wild, far-off days when he was in the ILP had a touch of the Gramscis? Or is there a mole somewhere who has transposed Gramsci into Tory doctrine? It seems unlikely in an administration run by Mrs Thatcher, mole-catcher. When she first went to the DES, Mrs Thatcher believed that Sir William Pile was some kind of Marxist, presumably because he did not seem to realize that comprehensive schools were a leprosy in the land. But she went on to approve more comprehensive schemes than any predecessor. And she generously acknowledged later that being in office moved you towards the centre. But if after the election anyone thought that education had a steadfast friend in charge they were wrong. The amiable Mr Mark Carlisle has not found it easy to keep his end up with a Prime Minister who knows it all, especially the tricks the civil servants get up to. Judging from Sir William Pile's study of the DES, published in 1979, the department has always been a rather negative if not downright dull place, but looking back at Mrs Thatcher's *florids* there, one can only admire the civil servants' achievements.

Certainly in spite of the NUT's mildly Labour image, the teachers helped put Mrs Thatcher where she is. An opinion poll survey carried out by the *TES* shortly before the election among teachers made this pretty plain. Among primary school teachers 44 per cent intended to vote Conservative but in 1974 to vote Conservative but in 1979 the percentage had gone up to 59 per cent. In 1974 23 per cent said they would vote Labour and as many as 27 per cent Liberal; in 1979 27 per cent were Labour and the Liberals were down to 14 per cent. Much the same pattern applied to secondary school teachers except that they were a little more Conservative. In 1974 35 per cent said they were Conservative, 34 per cent Labour and the same percentage Liberal. By 1979 the Conservatives had reached 45 per cent and Labour, having drawn away some Liberal support, were up to 38 per cent and the Liberals down to 12 per cent.

This is instructive stuff (the TES evidently intends to keep these surveys going). The swing to the Conservatives was considerably higher than in the population as a whole. It would be interesting to know, though, if much the same was true of every region. The General Election results displayed very marked regional differences and the Government is rather more vulnerable than its large majority suggests.

All this would have a bearing on teacher union militancy and it has manifest implications for local government. Certainly Labour has high hopes of next May's election and of making the AMA's education and policy committees once again their own.

How far this will help education's cause is another matter. It is arguable that in local government 1979's most significant turn of events was the statement at last week's conference of Metropolitan Leaas by Sir Ashley Bramall that he wished we could have something like the old Association of Education Committees back.

People like Sir Ashley (and a number of prominent chief education officers share his view) believe that 1979 has seen a major shift in policy which will take us back to before the war when the Leas in England (though not in Wales) were chiefly intended as purveyors of education to the working classes.

There was a separate apparatus of independent and direct grant schools for middle class and abler working class children. The cuts which will fall particularly heavily on our urban areas, automatic into authority payments, and the assisted places scheme are the proof, they argue, of the way things are going.

Obviously Tory councillors have not gone along with this, but they are conscious of the same feeling that education is under attack, that the local government establishment is not doing enough to defend it, and that there is little if anything in the way of positive educational policy coming from the Conservative Party—obsessed as it is with the Public Sector Borrowing Requirement (see more than there is from mercurial Nolf Kinnock and the genial Bert Clough at Transport House).

These are similar to the conditions in which the old Association of Education Committees wagon started to roll after 1902 and was reinforced in the post-1944 period. Could 1979 have started something?

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NEWS

Goodbye children, everywhere

Virginia Makins reviews the International Year of the Child

"Don't worry", said the Foreign Office chap to the director of the UK Association for the International Year of the Child. "The British policy on international years is that we're against them."

Despite that, or perhaps because of it, the IYC in this country must have been the busiest international year ever. More than the Book, more than Population, more than Women, the Child has been everywhere—on municipal flower beds, on carnival floats, in tents at county shows.

There must be very few literate people who would not now recognize the IYC logo—though they might be hard put to it to guess it represents adult embracing child, and not child embracing football.

The year officially ends on Monday. It started 18 months ago when the Government decided to hand over responsibility to an association of voluntary organizations dealing with children, and produced a free office and a grant of £138,000 for administrative costs.

The United Kingdom association for the IYC was registered as a charity, with the Queen as patron, Mrs Judith Stone, long-time campaigner for state education and parents' rights, was appointed director. Lady Soames was the chairman, and Dr Mia Kellmer Pringle of the National Children's Bureau vice-chairman.

Hundreds of small and large organizations became members; by the end, more than 800 charities, pressure groups, trade unions and church organizations had joined in. They formed working parties for handicapped children, children from ethnic minorities, children's rights, preparation for parenthood and so on.

A small staff attempted to combine the functions of a charity, a pressure group, a fund-raising body, coordinating committee of disparate interests and then complete its work in one year.

The bandwagon got rolling surprisingly quickly, considering the public purse was closed. Within days of the announcement of the IYC, the Government had given £50,000 to the National Children's Bureau to set up a unit to collect information and act as a clearing house for ideas. Within weeks, the Department of Health and Social Security had given £50,000 to the National Children's Bureau to set up a unit to collect information and act as a clearing house for ideas. Within months, the Department of Education and Science had given £50,000 to the National Children's Bureau to set up a unit to collect information and act as a clearing house for ideas.

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OVERSEAS NEWS

United States

Family participation is the latest educational fashion. And simple steps have astonishing results

Parents find home help a magic learning ingredient

by Clive Cookson

WASHINGTON

Parental participation is suddenly in fashion here. School districts across the country are starting workshops and seminars for parents. The Elementary and Secondary Education Act passed by Congress last year mandates stronger family involvement in federal education programmes, through parent advisory councils. The black leader Jesse Jackson has inspired thousands of parents with his "push for excellence" campaign to sign agreements with schools, promising to make sure the kids do their homework (with the television off). The National Parent Teacher Association movement has come alive again, and so on.

But for down-to-earth practical ideas, as opposed to political rhetoric, the most productive member of the parent participation movement must be Dorothy Rich, founder and director of the Home and School Institute in Washington DC. Over the past 14 years she has produced hundreds of different home learning "recipes" and disseminated them through workshops and graduate courses, books and pamphlets, and school-based demonstration projects.

The recipes give parents clear, simple instructions for using everyday domestic items to help their school-age children acquire basic skills. For example: map out a family car trip; find the cheapest produce in a supermarket; keep a daily or weekly weight chart; choose the most appealing job ads in the daily paper.

To Dr Rich even rubbish is a learning tool. It is the key ingredient in one recipe designed to teach maths and ecology to children in the middle elementary grades. Every day for a week the child sorts out the family garbage and weighs and records it. He then discusses with his parents ways in which American manufacturers and retailers might package their goods less wastefully.

In the early days, Dr Rich recalls, some of her ideas about the educational importance of the home provoked a hostile response from teachers. The word "home" was hardly ever mentioned during their training, except as the source of their pupils' problems. No one told teachers they could use the home —above all a poor working-class home—to help pupils learn.

She herself started out as a high school teacher in New York in the 1950s and was soon troubled by the way the system ignored the pupils' families, she says, but her home learning methods evolved in the early 1960s as she brought up her two daughters and trained teachers at Trinity College in Washington.

The early years of the Home and School Institute were hard going. It was essentially a one-woman operation based at Trinity College. But recently as the fashion for parental involvement has spread, Dr Rich's advice and recipes have been in greater demand and the institute has moved into its own offices in downtown Washington.

The HSI helped set up "Home, the Learning Place", a life-sized two-bedroom "home" with kitchen, living and dining rooms and bathroom, in the basement of Terrell Elementary School in Washington. All the household objects were accompanied by appropriate recipes. The institute also started an experimental "Dial Home Learning Hotline", which Dr Rich said was busy all day giving teaching recipes to Washingtonian parents over the telephone.

Dr Rich's ideas are also taking hold on the West coast. They are the basis of a home education programme called AHEAD (Accelerated Home Education and Development) in Los Angeles. It was started last year with funds from the Federal Government and this year the Los Angeles Unified School District adopted it. There are now 42 consultants covering 21 schools, who teach parents simple "learning appetizers", as Dr Rich's recipes are called locally.

The latest HSI programme, "Families Learning Together", takes the concept one stage further by teaching the parent at the same time as the child. For instance, at election time child and parent learn together about the local political issues. It has been tried out this year at two test sites, in urban Michigan and rural South Carolina, with results that Dr Rich finds highly gratifying. An overwhelming majority of the participants—children, parents and teachers—thought the families had learnt useful skills and knowledge from the programme.

In addition to programmes like this, supervised directly by the HSI, Dr Rich's recipes are used independently by a large number of schools. One is Damascus Elementary School in rural Maryland, where parental participation seems to be producing dramatic benefits for children who get off to a slow start at school.

A year ago last summer the headmaster, Richard Ervin, told 13 sets of parents that their children were having learning difficulties in kindergarten and would be unlikely to succeed in first grade. He offered to put them into a special small "transition class" on condition that the parents agreed to work with them at home four evenings a week throughout the year.

"Recipes" show how ordinary domestic items can be learning aids

At first some parents were very upset, school social worker Rae Martin recalls. They thought their children were already being labelled as "special education" failures. But the school persuaded them to give it a try, and they faithfully helped the children with their home learning task, based on Dorothy Rich's recipes.

The practical results converted the doubting parents into enthusiastic supporters of the experiment. Nine of the 13 children were able to go straight into second grade in September. If they had gone into an ordinary class without parental participation they would probably all have had to repeat first grade yet the nine are now doing better than average in second grade and their parents are continuing to work with them.

The middle class mother or father would regard some HSI recipes as obvious activities that he or she would be doing anyway—though others should give new ideas to any but the most inspired parent. But, to disadvantaged parents who may have dropped out of high school and who never thought they might be able to teach their children anything academically useful, the recipes or appetizers can provide a great boost to parental self-confidence.

For example at Damascus Elementary School Mrs Billie Queen said: "Last year when James was in kindergarten the only thing that was sent home with him was some beginning sounds. Of course I didn't check to see if there was anything I could do with him." Soon she was not only working with her son at home but also coming into school once a week as a volunteer to help teach the transition class.

Another mother said she wished she had been able to help her older son, who was struggling academically in seventh grade, as she was now helping his younger brother, who was doing so well as to be a candidate for a programme for gifted children.

The Home and School Institute bases its programmes on what Dr Rich calls a "non-deficit model." (It is thankfully about the only piece of jargon she uses.) "In the past when you talked about the role of parents in compensatory education, there was an implicit and explicit assumption that they had deficits. But we believe every family, no matter how poor or illiterate, has the capability of helping its children. All the evidence shows that parents have very high aspirations for their kids and great willingness to work with them."

Professional teachers shouldn't feel threatened by the Home and School Institute, Dr Rich says, because its programmes are deliberately designed not to duplicate any school activities. "They are geared to the resources that are available only in the home. Even the best school can't do the job alone."

"Teachers themselves usually push their own kids like crazy", she believes. She loves to quote the story of Albert Shanker, President of the American Federation of Teachers, who "when he discovered that his children didn't know the multiplication tables, sat right down with them, fixed home-made flash cards and said 'No TV' until they learned". The idea is to get ordinary parents to react in the same way.

Dorothy Rich approaches home learning with complete flexibility and informality—in contrast to Jesse Jackson and some school districts which have adopted formal educational "contracts" between parents and teachers.

"Jesse Jackson is asking parents to play a rather limited role, making sure the kids do their homework. I think what he needs, once the home is quiet, is a programme of activities", Dr Rich says, adding: "Personally I would have trouble working with a contract."

Although the well-known studies by James Coleman and Benjamin Bloom in the 1960s established the importance of the family for children's educational achievement, there has been surprisingly little research relating parental teaching in the home with student achievement at school. (Most studies in this field have concentrated on the pre-school level.) This year the National Institute of Education plans to start a major three-year investigation of the effectiveness of families as educators, which should provide more substantial evidence. But the studies which are available are sufficient to indicate clearly that parents from any social class have the power to improve the academic performance of their sons and daughters.

Dr Rich is willing to answer TES readers' inquiries. Her address is Home and School Institute, Trinity College, Washington DC 20017, USA.

Republic of Ireland

Long-term wrangling over community schools' status ends

by John Walshe

DUBLIN

One of the longest running rows in Irish education—that dealing with community schools—seems at last about to be settled.

This follows a ballot among members of the Teachers' Union of Ireland about the Deed of Trust—a legal document governing the ownership, management, teacher appointments and running of these schools.

Had the union not voted in favour of withdrawing objections to the signing of the deed, there would almost certainly have been widespread industrial action to secure further changes in the deed.

There are now about 30 community schools in operation, the first one having opened in 1972 until the deeds for each individual school are executed, they will all have been operating on an *ad-hoc* basis.

When they were first mooted at the turn of the decade, they were seen as a unifying force between the separate strands of private secondary and generally academic type schools, and the more practically orientated technical schools run by local vocational education committees.

There have been some amalgamations of secondary and vocational into community schools but the main pattern is for community schools to be established in newly developing areas of the cities. Last year, there were 532 private secondary schools and 245 vocational schools.

While community schools have not lived up to all this high ideals of their initiators in the Education Ministry, they have served the Republic well, bringing a more comprehensive range of subjects within the reach of many thousands of students who would otherwise not have such a wide choice in smaller schools.

They have, however, been beset by years of wrangling over the Deed of Trust issue. Teacher unions objected to several contentious clauses in the draft deed. These included lack of teacher representation on the management board (since conceded) and the reservation of teaching posts for Roman Catholic priests, nuns and brothers.

It was these reserved places that caused the biggest furore, although very few of them were taken up. The Catholic Church pointed out that they were being invited by the Education Ministry into developing areas where community schools were to be established. They argued that religious life demands community living, and continuity; on the other hand, religious are moved regularly from one house to another.

To allow the religious to live their way of life and provide a continuous service, the Education Ministry agreed to reserve places for suitably qualified religious teachers. The religious could also get teaching posts through assimilation, as lay teachers did, or in open competition and, in fact, most of their religious in community schools obtained posts through these routes.

The teacher unions are not party to the signings of the deeds which are signed by the Education Minister, the religious and the local authority vocational education committee where the individual school is operated. But they created such a fuss over earlier drafts that the signing of them was held up considerably.

For the past year there have been intensive negotiations to arrive at a compromise settlement which would be acceptable to the main parties, and this seems to have been arrived at. The provision of reserved places for the religious has been considerably modified and most other teacher misgivings met or partly met.

Some misgivings about the community school package have been expressed by the Secondary Education Committee, representing the Church of Ireland, Presbyterian Church, Methodist Church and the Religious Society of Friends. Protestant society for only about three per cent of the Republic's population and, in general, they prefer their own denominational schools while not ruling out experiments in mixed religious education.

Although the community schools are in theory, multi-denominational they tend to be, because of sheer force of numbers of Roman Catholic pupils, uni-denominational.

Apart from this, the committee has welcomed the concept of community schools, stressing the need for this type of school and equally the need for the continued health and welfare of Church-affiliated schools.

LETTERS

Equal rights on exams

Sir,—The HMI Report, *Aspects of Secondary Education in England*, shows that the maintained schools "come out remarkably well" (*TES* leader December 7), yet another major report that rebuts the sustained barrage of criticism that state education has had to endure from the uninformed, the prejudiced and the malicious. *The Sunday Times* likewise has exposed Mr Raymond Baldwin's latest set of figures on A level results (December 9).

One of the major criticisms which is made in the HMI report concerns the undue emphasis given to examinations ("Too much narrow teaching in exam dominated schools" *Guardian* December 6). As this seems to be the main reason advanced to *justify* the claims of the independent sector, perhaps it should give the Government pause for thought. For example, the assisted places scheme in its latest manifestation (*Guardian* December 11) demands of the independent schools which will be considered, "good achievements in external examinations". Should we not therefore have an HMI inquiry into the independent sector, to see whether it is worth continuing to spend so much public and private money on it (in addition to the assisted places millions)? I wonder if the independent schools would be seen in quite such a favourable light if they were exposed to the same *informed* probing and scrutiny as the maintained sector.

Perhaps the most encouraging sign of these bleak times is the report that Carisbrooke Comprehensive School in the Isle of Wight has been chosen by HMI out of 4,700 schools as the best in the United Kingdom for preparing children for adult life. This is part of a Common Market scheme to encourage schools to look beyond paper qualifications when educating young people.

D. T. P. MITCHELL,
National chairman,
Campaign for the Advancement of State Education.

Joint exams still extant

Sir,—Mr Maylin (Letters, December 14) blames "the Government and the independent GCE boards, with the clear exception of the Welsh Joint Education Committee" for any waning enthusiasm for the concept of a common system of examining at 16-plus.

While commending his loyalty to the WJEC I hope that Mr Maylin has not left your readers with the impression that joint 16-plus examinations are now extinct, apart from the five which continue in Wales.

In 1979 the two 16-plus consortia of which the Joint Matriculation Board is a member received 150,723 subject entries for their joint examinations, an increase of 15.2 per cent on the comparable entry in 1978. The northern consortium, consisting of ALSEB, JMB, TWYLREB and YREB, had 117,161 entries for the 11 subjects for which it is responsible, and there were 33,562 entries for the five subjects administered by the Midlands consortium (JMB and WMEB).

RICHARD CHRISTOPHER,
Secretary,
Joint Matriculation Board,
Manchester.

Need for high-class comics

Sir,—I welcome your new feature "Lessons from Life" in which personalities from outside the pedagogic world give their comments on what is going on—or is not going on—in our schools. Teachers and teachers tend to be an inbred species, so the point of view of outsiders is welcome and refreshing.

David Bellamy's comments (November 16) were valuable and interesting, and I should like to support him on at least one specific issue, namely, the need for high-class comics of the standard set by the now sadly defunct *Eagle* and *Girl*. It is assumed by too many people that all that children need, or like, is to be stimulated imaginatively and, unfortunately imaginative values have nowadays become firmly equated with the fantastic.

Of course, children are imaginative but they are also capable of being extremely matter of fact about the world around them. The young child is by nature a collector and includes facts as items worthy of collection. Many quite ordinary children are extraordinarily well-informed about, say, the players of football teams or the length of a whale's intestines. For these children, entertainment is not solely synonymous with diversion but also includes information and instruction.

Good quality comics offer precisely that mixed diet and many of my generation look back with affection and gratitude to the prewar comics, such as *Modern World*, which stimulated our interest not only in adventure, but also in human achievement and ingenuity and in the wonders of Nature.

Today's *Look and Learn* is a worthy successor fighting a lone battle and I wish it well, but it seems to me there is considerable scope for comics across the whole school-age range, comics to replace the tawdry, violent rubbish being offered to children today.

TOM HASTIE,
74 Monkholme Road,
London, SW11.

The Peter Jay ailment

Sir,—Concerning E. Whatling's reference (Letters, December 14) to Bob Doe's report "Most 11-year-olds stumped by not-so-simple sums", I suspect the main cause of the difference between the scores is the sentence structure of the harder version.

The first four words "In the time that" instruct the child to hold whatever comes next in parenthesis ready to be compared with whatever comes afterwards. A pathological example of this type of language is provided by the television language of Peter Jay, former presenter of ITV's *Weekend World* (among other things). He used so many parentheses it was hard to retain the original statements.

I know of no children who talk this way.

If, instead, the question began "Zena sharpens two pencils. In the same time Rachel . . ." it might be easier. Note also that there are more words of more than one syllable in the harder question.

GORDON HAIGH,
Anglesey Junior School,
Newtown, Birmingham.

Origins of the epigram

Sir,—As it is always nice to return to Caesar what belongs to Caesar by right, especially for a very distinguished member of the police force, the Chief Constable of Greater Manchester ("Lessons from Life," November 24) might be glad to know that the author of the sentence he quotes "Education is what you have left over after you have forgotten everything you have learned" is not as anonymous as all that.

The now defunct French radical politician Edouard Herriot is the man who said: "*La culture, c'est ce qui reste, quand on a tout oublié.*" But presumably Herriot would have had the sterling good sense to include himself in "all" that had to be forgotten before culture could be left over. So he could not possibly take exception to Mr Anderton's having followed his advice "*au pied de la lettre*" (so literally!).

ARMAND FEDOU,
31 Cliffe Avenue,
Margate, Kent.

Vanishing physicists

Sir,—I read your report on the Royal Society meeting on "the state of school science teaching" (November 23) with great interest and mounting irritation.

Have other heads of science tried in vain to recruit physicists over the past two years? Do others find that over 75 per cent of lower school combined science is being taught by biologists (or botanists and zoologists!)? Does Professor Black not realize that we are asking many of our probationer biology teachers to teach physical science in some form or another to our lower school pupils at the moment and are expecting the school science departments to do the training?

Why not attempt to prepare our future biology teachers for the situation they are sure to meet and offer them some form of physics course to give them confidence (and perhaps even enthusiasm) in handling material outside their own discipline?

We read that the recruitment of physicists to next year's postgraduate courses is down on this year's disastrous figure. Could we not maximize use of facilities by offering intensive physics courses to existing biology teachers?

One thing is clear—something other than the calling of meetings will have to be done if good physics teaching is to survive into the 1980's.

LESLIE TAYLOR,
Head of Science,
George Ward School, Melksham, Wiltshire.

Headmasters have too much power already

Sir,—Please allow me to reply to the letter written by John Herbert who complains that he, as a headmaster, does not have the power to dismiss incompetent teachers. As a school representative of one of the professional associations I am heartily thankful that heads do not have such power.

It is not unknown for heads to headteachers to make mistakes and to be so far removed from the real problems within the classroom that they cannot appreciate the stress faced by "front-line" staff who actually have to cope with difficult children. May I also ask Mr Herbert *who* would have the power to dismiss incompetent heads? As it is, many of us believe that heads already have too much power in such matters as allocation of scales affecting salaries.

It is not unknown for heads to show favouritism towards particular individuals or subject disciplines. Staff have very little recourse to action against incompetent or unjust headteachers. Perhaps the time has come for *all* teaching staff, from the head down to the newest probationer, to be more carefully supervised by some form of teaching council with appointed representatives in schools. Such councils could discuss topics such as allocation of points and discipline and everyone would be given a fair hearing.

D. W. COOLING,
The Old Inn, Manson Cross,
Monmouth, Gwent.

How to evaluate teachers?

Sir,—I was interested to read in John Rae's "Personal Column" of November 16 that before we take educational policy decisions we ought to evaluate the performance of teachers. It is an exercise that is long overdue, though the evaluation needs to be made in educational terms of teacher effectiveness rather than in economic terms of pupil results per pound sterling.

However, Mr Rae seems to miss the main problem of evaluating teacher performance. Nobody has yet defined the activities which are sufficient to make an effective teacher and expressed them in terms which are generally understood and widely accepted by teachers and educators.

HUGH BUSHER,
Head of Humanities,
Aelfgar School,
Rugeley.

Already a common core in secondaries . . .

Sir,—In the article by Bob Doe, "Framework for a Common Curriculum" (November 16), the Government report on circular 14/77 is twice quoted referring to local needs as wanting to ". . . seek an agreed view of the school curriculum which would take account of the range of local needs . . ." and ". . . provide a check-list for authorities and schools in formulating and reviewing their curricular aims and policies in the light of local needs . . .". I wonder if any of your readers, other than myself, question the existence of real needs which differ enough, from locality to locality, to throw a noticeable bias into the curriculum?

In seeking a headship I have recently looked at a sizeable sample of "specifications" of secondary schools, in various parts of the country, and these have confirmed what I have always thought—there *is* a core curriculum common to secondary schools. It might be argued that this explicit curriculum is on paper only and not necessarily that which is practised in the schools, but what more is the proposed "national framework" going to be?

Any "local" variations in curricula appear to be due to eccentricities (I mean this in the kindest sense) of individuals, coupled with a high degree of autonomy, rather than local needs. If it is this autonomy the Government seeks to curtail I am convinced we shall end up poorer for it professionally.

I consider that the biggest difference between localities is over that in curricula but something more fundamental—the basic provision of adequate buildings, sufficient staffing (teaching and ancillary) and sufficient supply of books and equipment. No amount of work on a national curriculum framework can reduce the difficulties of a school with minimal specialist accommodation and a mushroom development of 20-year-old "temporary" classrooms compared with another with excellent specialist rooms in all subjects.

Perhaps a nationally agreed plan of rationalization of those variables might be more effective in improving standards and expanding educational opportunity than a nationally agreed curriculum

ADRIAN DAVIES, BSc,
Vice-Principal,
The John Kyrle High School,
Ross-on-Wye.

My kingdom for a computer

Sir,—The point made in "Comment" (November 23) that the French have decided to put a microcomputer into every school places the lid on the abyss as far as I am concerned.

In spite of the onslaught of middle age, I am keenly interested in the idea of developing computer work at primary school level, and recently had, on loan, a Commodore PET for a few days. The children who had the chance to use it were intensely interested, and clamoured to take part.

Being myself on an in-service course in primary mathematics, I have cast about to find a source of funding, for the use of a computer in my current assignment. My tutor feels it would be a good idea, too, but try as we may, there seems to be no one anywhere who is willing or able to loan a machine for the next few months. INMOS and the National Computer Centre, to mention but two, seem to be abstract bodies designed only as stage scenery for the public view.

I suppose that by the time the French have used their EEC money —coming from our pockets no doubt —to put a computer into the classrooms of every Ecole Maternelle, we shall nationally be waking up to the fact that we have missed the gravy train again.

I. PRARGH,
Sandmead Road,
Sandford, Bristol.

Cold-comfort cuts

Sir,—Saturday, December 15, 1979, was one of the coldest, wettest and windiest days of the year. Competitors aged nine to 15 assembled at Woking for the Surrey schools cross-country championships. The course was waterlogged and extremely muddy, and after battling against wind and rain the several hundred boys who took part were soaked to the skin and plastered in mud.

Can you imagine then, the total incredulity and acute sense of outrage felt by competitors and parents that Surrey had forbidden the provision of hot water and heating at the school where these championships were held. The choice was either a cold shower in a cold building, or postponement of a proper wash until competitors returned home, many having travelled substantial distances. Such treatment is parsimonious, inhuman and downright unhealthy and I shall think twice about allowing my son to compete again in such conditions.

P. A. L. PARKER,
136 Buckingham Gardens,
Molesey, Surrey.

Entertainments

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or
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Tolstoy in Chelsea

Tolstoy in 1862

Education Department
Council Office,
Downing Street, London.

March 11th 1861

1. Abbey Street British School, Bethnal Green.
2. British School, Brentford, Middlesex.
3. Jews' Free School, Bell Lane, Spitalfields.
4. Minton Street Wesleyan School, Hoxton.
5. Perry Street British School, Somers Town.
6. British School, Stratford, Essex
7. Wesleyan Practising School, Horseferry Road, Westminster.

I shall feel much obliged to the teachers of the above named schools, if they will kindly enable the bearer of this, Count Leon Tolstoy, a Russian gentleman interested in public education, to see their schools, and if they will give him, as far as they can, all the explanations and information which he may desire.

Count Leon Tolstoy is particularly anxious to make himself acquainted with the mode of teaching Natural Science, in those schools where it is taught.

Matthew Arnold

The introductory letter from Matthew Arnold

A game of marbles, from a photograph taken in 1861

by Victor Lucas

In the Spring of 1861 Count Leo Tolstoy spent 16 days in London. He was 33 years of age, he spoke and read English, [illegible] was passionately interested in education. He wasn't yet known outside Russia as a writer. His early works had not yet been translated into English, and it was not until two years later that he began *War and Peace*. At his request, Matthew Arnold, the poet, who was then [illegible] official of the Department of Education, gave him a letter of introduction to a number of schools for the children of the artisan and tradesmen class.

When this complex genius arrived in London in 1861 he was a striking figure, young, and not unhandsome man, with black beard and piercing eyes. Among the schools he visited was the Practising School attached to the College of St Mark in Chelsea. The building is still there today, a fascinating octagonal structure, its design inspired by that of the Baptistry in Florence. Its unusual features include eight curtained alcoves, one for each of the eight radiating from the eight-sided room, a stove containing a bake-oven in which the children could keep their pies warm for lunch-time.

On March 12, 1861, Tolstoy [illegible] the boys of Class 3B. He asked them [illegible] to write him an essay on what they had done that day, and on things in general they had seen on their way to school. The essay we have all written in [illegible]. Those they wrote for the "Russian gentleman" are very short, and some come to an abrupt end, almost as soon as they have begun, interrupted by the bell.

They were written on small sheets of cheap classroom paper, in the [illegible] copper-plate handwriting of schoolchildren of those days. Some of them were criss-cross to save paper, the custom of an earlier period before the introduction of the penny post. It is interesting to note some of the boys, as late as 1861, following what was presumably the lifelong habit of their parents.

Tolstoy took these small scraps of paper back to Russia with him, back to his estate at Yasnaya Polyana. Incredibly, no one in England appears to have been aware of their existence, or of the Tolstoy connection with the school. They were, it seems, quite unknown to all those many writers who have over the years produced biographies of Tolstoy. The school itself, no longer occupying the original building, brought out in 1973 an interesting and detailed account of its history, which contains no mention of the Russian's visit that day in March, 1861.

I only learned of the essays myself in 1976, when I was lecturing on Tolstoy at the British Library, as an accompaniment to the Library's Tolstoy Exhibition in the Special Exhibitions Gallery of the British Museum. Most of the exhibits were loaned by the Tolstoy Museums in the USSR, and among the many items on display were these faded essays, written 115 years earlier. They had returned to England for the first time, and are now back in Russia.

The material on these pages is taken from Tolstoy in London, by Victor Lucas, published at the end of last month by Evans (£6.95).

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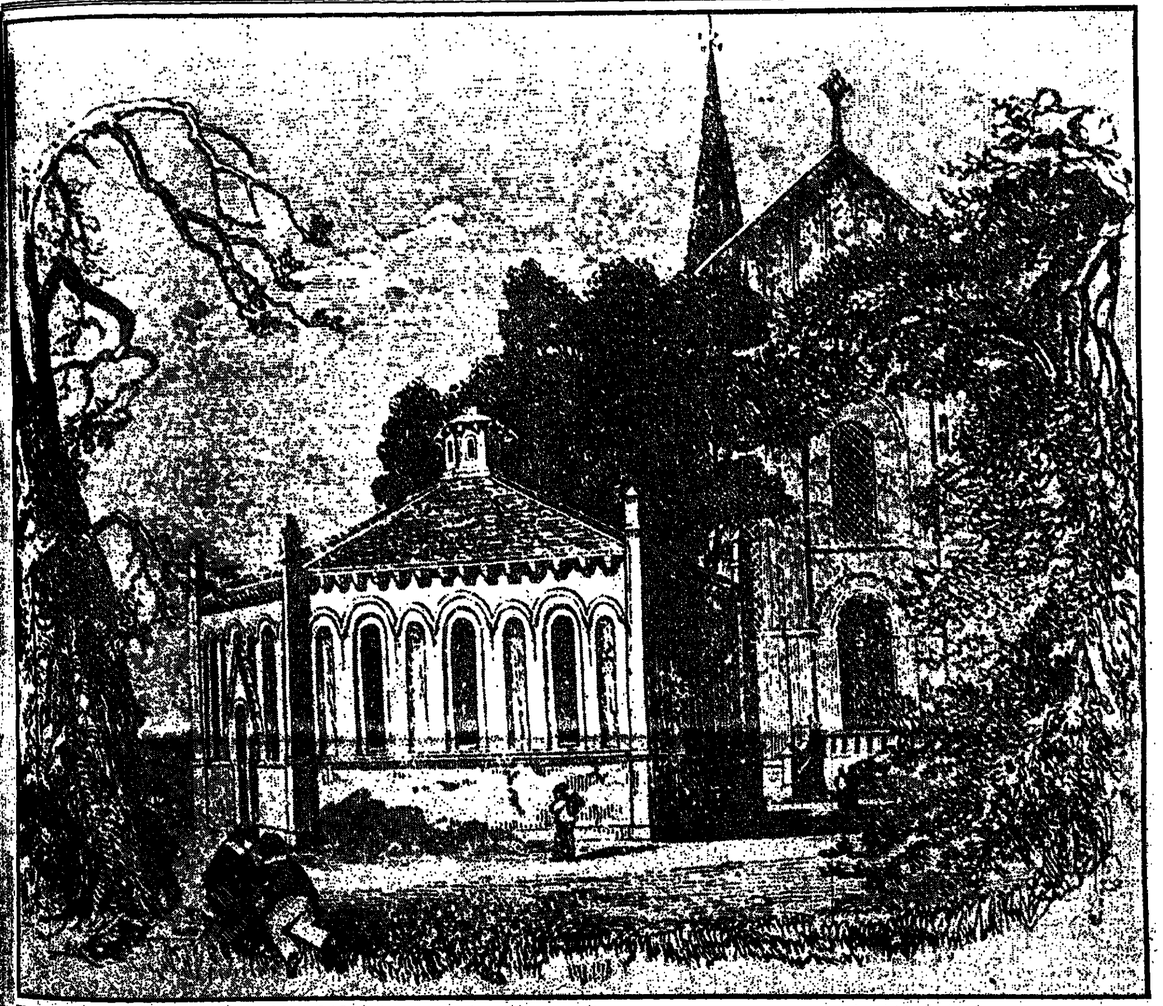

The octagonal building of St Mark's practising school

Me and Chalkey came to school this morning and it was very dirty I had a game at marbles in which I lost but at play-time I won them nearly all back again.

At 10 o'clock we came into school and the first lesson was scripture, after that came reading, and after that writing in copy books and then play. I sold Stevens a combe and he broke it all up to pieces. When we came in from play we had latin and music, then came dinner I had a nice pie for dinner and then came to school again I had a game at marbles and eggot I then went in and washed and then came in school again.

Brodrick, age 12

When I came to school this morning it was raining. Raymond offered me a small broach for a shilling. It was gold and had twenty four pearls in it. I do not think he came by it honestly, because he told me yesterday that he found it in the Brompton Road, and today that he had it given him. Lillywhite gave me some mustard seed which I threw into the fire. At a quarter past one I went home and had my dinner.

George Read, age 14

Dear Sir, This morning before I had my breakfast I was taking a coat from off a nail and in under the coat was a weather glass with some quicksilver in it, and as I was taken the coat off the weather glass came of with it and fell on the floor all smashed into pieces. I began to pick up the quicksilver with a piece of stiff paper. I picked up so much as I could and when I put it in my hand it ran out between my fingers and it ran and it ran about on the table just as if it were alive.

W. King, age 12

When I came out of my house this morning I went and called for Francis Hance Esq when I met some young ladies who we know and we went for a walk along the water-side from Hammersmith Suspension Bridge to Putney and then we went along in a little boat from one side to the other and when we were about the middle the boat stuck fast in the mud, for the tide was low, and a man from the other side came with another boat and took us in it and when we had landed the young ladies left us and then we came to school.

Charles Clarke, age 14

At dinner time I was jumping along and happened to splash Stevens with some water. He ran after me and made me stand in the middle of a puddle till my boots were quite soaked then he splashed me all over I ran away from him of course and as I was running away I jumped over some boys cricket stumps. One of the boys name Thomas Buncan threw the cricket ball at me which hit me in the calf of the leg. I was so enraged that I threw some mud at him which hit him on the cheek he ran after me and caught me on the staircase and punched me very hard. I ran away again and he kept me up on the top of the staircase till about quarter past two. I then went down to wash and as I was washing he came and hit me on the cheek. I hit him back he hit me again and again till it nearly made me kick him.

T. Cuten, age11

Unaccountable ritual

Jeremy Seabrook recalls the bizarre and traumatic happenings on his arrival at school during the last war

We knew that school existed long before we were required to go there. I had no concept of it as a continuous process, and it had certainly not occurred to me that it might be compulsory.

Because the estate had been built outside the town boundary of that time, we were directed to a village school about a mile away from where we lived. It was housed in a crumbling sandstone extension of the village church, added in the 1870s.

A narrow porch led into a building with an uneven wooden floor and leaded Gothic windows, which contained slightly tinted glass, so that the sun projected long lozenges of palest blue and pink across the children as they bent over their work.

The desks were joined together in twos, with a single seat. They provided daily lessons in the need for mutual co-operation in a fairly drastic way, because if you and your partner didn't stand up and sit down in concert, the backs of your legs were bruised, your knees flayed, or you fell crashing to the floor because the seat had been raised when you weren't looking.

Before we started school, we were taken by our mother to inspect the place, as we thought. While Miss Brand, our future teacher, explained to our mother the sound pedagogic principles on which the curriculum was based, I examined a threatening diptych on the wall: labelled *Things Boys Do* and *Things Girls Do*, which, I discovered, did not correspond to my own preferences. There were piles of books which beckoned vapid Johns and Susans down sunny pathways to a controlled and unimaginative literacy.

Miss Brand was a thin woman with a series of white whiskers in the parallel furrows at the side of her mouth. She liked to think of herself as a much-loved mentor, and she supported this view with the number of invitations to tea which she received; although these outings were not a significant index of her popularity, because she always invited herself, under the pretext of discussing the children's work.

She came to us regularly, because she calculated that the warmth of her welcome would correspond to the cleverness of the child. Mother always provided sandwiches of potted meat and rock cakes, which Miss Brand ate eagerly, and she took what was left over "for my meagre supper," as she said grimly. She had no family, and she was always anxious about what she referred to as "my ultimate destination", which meant a haven for her retirement.

She devoted much of her working life to this search, and contrived frequent holidays with the not always enthusiastic adults her pupils had become. "I'm going down to Hastings to see Martin," she would say; or "Alan's wife has insisted that I should go with them to the Peak District for the summer." She talked about "my children", even to their parents, who tactfully never contested her claims.

She lectured and harried people into gratitude, and she was always passing round letters and wedding photographs she had received from successful pupils, in an attempt to kindle some jealousy of the overwhelming affection they bore her.

When she came to tea, she wore fine mesh navy-blue gloves, a straw hat, and carried a tightly furled umbrella. My mother asked her anxiously about literature. "I've got all Dickens, Tennyson, Browning, Shelley. Do you like Keats? I always dreamed of being a teacher." Miss Brand laughed, a dry, harsh sound, and she reached for a rock cake without removing her glove. "Teaching", she declared, "is not concerned with all that. That is merely the icing on the cake. Teaching is preparation for real life. Literature, in my experience, tends to make people morbid."

It turned out that what she preferred was a nice romance and, indeed, in her hessian bag, she carried a copy of a novel by Annie Swan. "This", and she tapped the cover with an authoritative forefinger, "is what you call a good book. No pretensions. Did I show you the letter I had from Richard Forrest? He's living in New Zealand, doing extraordinarily well, 10 men under him now. He would never have amounted to very much if I had not set his feet on the path to success. His parents were always a feckless pair." We suspected that she wrote the letters herself, because they all seemed to be in the same hand; but it was more likely that she had taught the identical pot-hooks to all her pupils.

Much later I went to see her. She lived in a single room in an Edwardian villa. The room was full of the mementos she had shown us 20 years previously. On the wall were school photographs, cuttings from the local paper about her retirement. She lived quite alone with her manufactured throng of grateful pupils. She said "You're the first one who has ever come to see me". Her dry eyes filled with tears. I couldn't bear it. I withdrew my hand from her faltering clasp and fled.

After our first meeting with her I didn't like her. On the way home we were silent. "Well", said my mother, "she seems nice enough." Nice enough for what?, we wondered; and we were non-committal.

The first day at school was full of unaccountable ritual. The children stood spontaneously and recited "Our father we chart in heaven, hello be thy name"; and then presently they sang about Bobby Shafto going to sea with silver buckles. Then we were told a story about some disobedient cats, who were punished by not being given any pudding. My brother objected that cats didn't eat pudding. "These cats did", said Miss Brand firmly.

Then there was a rush for milk bottles with card tops that had to be punctured through a perforated circle at the centre; and if this was done with the thumb, a creamy jet of the white liquid could be directed anywhere you chose. A child we soon learned to think of as an evacuee (a term which to us implied both rejection and expulsion) bathed my face in beads of milk; and as they I gave off a curious animal smell.

Raffia was distributed for so called craft. I could not handle it worked loose or became tangled brother immediately set to work teapot stands for everybody we knew then went on to more sophisticated ducts, until within a few months operating a private commercial from within the school itself—mats, baskets, plant holders, needlework I longed to do sewing with the girls I watched Sheila Jarrett demonstrate the unique toughness of the their daring and insensibility to pain sewing the numb skin at the tip fingers together. Miss Brand said Jarrett, if you persist in this abuse tice of self-mutilation, I shall sew up mouth as well".

Then it was dinner time. I had never eaten away from home before. The cork-topped tables were set. I watched apprehensively. I felt deficient in table manners. It seemed a menacing prospect. From two eau-de-Nil hatches, raised like curtains on the theatre of the school kitchen, with its gleaming cylinders of potatoes, its whitehatted women in finely co-ordinated movement, there appeared a flow of identical china dishes which contained a mound of white cabbage, some circles of flesh-pink Spam and twin scoops of potato.

This was followed by blancmange and a biscuit-like chocolate substance, which scattered itself in every corner of the room if attacked with sufficient violence with a spoon. I discovered I could eat nothing in the company of strangers.

We were sent out to play. Nothing could have been more unwelcome. I ran to the cloakroom, wondering if I would be able to find my way home; but I was intercepted by a teacher, who wrenched my coat from me, saying "It's not going home time yet. You've only just had your dinner".

I could not explain to her that I had not had my dinner; but worse than this, nobody had shown the slightest concern that I had gone hungry. Nobody had noticed. If I refused food at home my mother always said "Isn't it nice, don't you like it, aren't you well?" The indifference of the school was my first hint of a discrepancy between the concern of home and the absence of it everywhere else. It seemed to me an outrage.

In the afternoon we were taken out to a field behind the churchyard. We were given braids to wear across our chests which, we were told, denoted our adherence to teams. We stood in competitive lines. I looked unhappily at the gravestones, overgrown with convolvulus and dead sorrel, while I waited for my turn; for the first time I consciously wished myself dead, secure beneath the heavy slab to Samuel and Temperance Turner.

The person at the front faced the line and threw the ball to the person at the back, who, having caught it, ran to the front and did the same. If the ball was dropped, it had to be thrown again and again, until the one at the back did catch it. I dropped the ball five times, and then, confused and wretched, threw it wildly askew, while screams of rage and contempt assailed me from members of the team to which I had been assigned.

We returned to the classroom, and were instructed to write our names on the cover of a notebook, but I was too busy re-living my moment of humiliation, and as a result got placed with those Miss Brand declared Dim rather than Bright. School, where it had been decreed that I should shine, was spoiled for me for ever. Miss Brand gathered us round her to sing "My Bonnie Lies over the Ocean", which was vaguely reassuring, because it seemed to be about our neighbour's dog. Then we closed with prayers about night and angels and sleep, which was a further incongruity, because it was bright afternoon, and the streaming September sunshine full of sugar-stealers from exploding thistles gave the lie to the teacher's premature and sinister invocation of night.

Mother met us out of school. I wept with relief at the sight of her. Well? My brother said it was all right. He seemed to accept that he would return the next day, but I resolved never to go there again.

This extract is taken from Mother and Son *by Jeremy Seabrook, published last month by Gollancz (£6.95).*

Brave new school

A teacher's nightmare, by John Price

Half past seven on a January morning in a bleak comprehensive school in a Northern industrial town, 1990. A new decade.

The eighties, with their financial cuts, the dismantling of the welfare state, the unemployment explosion, the social disorder, the repressive counter measures, are gone. The search for new glimmers of hope has begun.

Nothing more than glimmers: light Roger Pascoe's way to his classroom. He carries a pile of books he hasn't quite finished marking. The service lights cast a pale, eerie greyness in corridor and classroom. The main working lights do not come on until first lesson begins at 7.50 am.

Tall boys (only boys of course, since the desegregation of 1987) in long black overcoats trudge reluctantly to their form rooms. They sit, hands in pockets, stamping feet, hunched against the coldness of the background heat. Foreground heat comes on at 7.45 am.

Roger Pascoe slouches past the armed guard at the junction of two corridors. He mumbles a "Morning, Sir" to the guard, and backs away as the guard's dog is allowed some rope and makes a snap at his ankles.

The guard grins sadistically. "Here, killer, heel. Mustn't hurt these important members of staff now."

Roger ignores the remark, restrains his desire to kick in the brute's teeth, and goes on to his classroom.

Six Vocational he has. Sixteen-year-old boys who are not academically suited for the professional class, are not deft enough for the SW (skilled workers) class, nor dull enough for the remedial class. They are doing basics and job-training. Not that there will be any jobs when they leave school at 17.

They are trained in vehicle maintenance, cookery, handicrafts, and basic language and number work. They usually go from school into the National Volunteer Reservists, where they learn the same things again, but under a more rigid discipline and with a wage at the end of each week.

No point in calling the register, as there is invariably a full attendance. Minor ailments are no longer accepted as an excuse to be off school; or work for that matter. Malingering and latecoming are punishable by hitching or hard labour. Roger calls the register nevertheless. Ritual and routine are required.

The overhead speakers burst into sound. "This is the headmaster speaking. I want your full attention. . . . Now! Quite still . . . and absolute silence. Thank you. The day will begin with a hearty and enthusiastic singing of the National Song." He clears his throat and orders the boys to their feet. They stand as smartly to attention as the cold and their cumbersome overcoats allow.

Britain I will stand by thee,
Land of law and liberty
Give us the power to face the foe
And crush him with one mighty blow,
Conquer vice, let virtue win
to keep us pure and free from sin.
Clean and white as driven snow
And from strength to strength we'll go.

The Head leads the boys in their morning patriotism. Roger does his best to appear enthusiastic as he mouths the words.

The headmaster reads an inspiring text from the works of Prime Mover Heseltine, key political figure of the mid-1980s. He exhorts the boys to greater efforts to achieve self-discipline, self-control, self-denial, self-fulfilment, in order that Britain might again prosper and lead Europe out of recession, apathy and sin. The boys stare blankly into the cold classroom air. Pascoe shuffles uneasily at the front of the room.

The foreground heating cuts in as the head reads out the list of offenders and their punishments. The boys begin to relax. Three miscreants are to report for punitive double-trenching in the school garden. Offence—insubordination.

Two boys to be caned for failure to provide pens. Another two to be given SS (Stand and Stare) for two hours for failing to provide educational books. The list continues. The heat increases. Some of the boys begin to doze.

The sudden urgent clanging of the fire bell jerks them awake again. Four rings—the signal for morning exercise. The sharp, sprightly voice of the PE teacher takes over. Rhythmical music in the background.

First, running on the spot. Overcoats off! Knees up! That's it! Then suppleness exercises, arms, hips, neck. On to strength building with press-ups, squats and thrusts. Even Pascoe begins to feel more alert as he joins half-heartedly in the activities.

Lesson one. His own class. Basic English. National Basics Course, lesson 47. "The Business Letter". Pascoe tells the class to consult their text books. Hand up. What is it? No book. Parents can't afford it out of social handouts.

"What's the matter?", asks Pascoe. "Dad been boozing the book allowance? You know that's not acceptable. Even a family below poverty line gets book handouts for children at school."

Of course the boy knows that, and of course he doesn't know why his parents do not buy the books. But they don't and that's that. Anyway he did have one last year, but someone had pinched it. He cannot afford another one.

Pascoe understands, but isn't allowed to care. There is a taboo on caring, on tenderness. Even smiling. He rings the emergency bell on his desk and the armed guard appears.

"Trouble again?", he smirks. The dog barks expectantly.

"Boy for Punishment Section. Failing to supply proper educational supplies. Excuse economically unsound. Could you escort him, please?"

The guard laughs at that word 'please'. It really sorts out the men from the boys.

"Shift, you!" he commands the boy, who moves impassively along the corridor. The other boys in the class show no reaction, but stare, hard-eyed, into emptiness.

Pascoe continues with the lesson, reading from the teacher's instructions. All lessons are delivered through printed instructions, each phrase having been prepared by the experts at the government advice organization, Power Over Education.

The guard returns, without the offending boy. "Pascoe", he snaps. "Boss wants you in his room, PDQ."

"Yes, sir", says Pascoe, springing up.

"Come in Pascoe, have a seat", says the head. "How long have you been with us now, eh? Two, three years?"

"Six, sir."

"Is it really, well, well, well. *Tempus fugit* and all that.

"Well, now. Have you been considering any other employment recently?"

"Pardon, sir?"

"Outside of teaching."

"Well . . . no . . . of course . . ."

"Pity, pity", sighs the head. "Well, let me come straight to the point. Your discipline. Guard Roberts tells me you do not exert enough pressure on your boys, you do not, how shall I say, mould them into loyal citizens. Apparently the singing of the National Song leaves lots to be desired.

"You do not force your pupils into better writing, more accurate punctuation and mathematical correction. They tend to talk a lot. Now that is the cardinal sin. I mean for a teacher. A teacher must not encourage talk. Understand?"

"Well, all right, sir", responds Pascoe. "I have been a bit slack over certain things. But I do have a good relationship with my class."

"Not the point, Pascoe. We're not running a family counselling service or a sex supermarket. Above all we're concerned with standards, not good relationships. And I think we've just about hit the nail on the . . . er head . . . haven't we? You know what I'm getting at, Pascoe. You're too soft. You're letting the side down rather badly."

"You can't give me the push for that, headmaster. It's not listed in the code of conduct book."

"Now there", says the head, stretching back in his comfortable chair and putting his hands behind his silver grey hair, "you have me." He pauses. "But I do believe that being a member of the Socialist Party is forbidden by Clause 7 in your contract, correct? And you certainly were and may well still be a member of that organization."

Pascoe bends his head in defeat. He knows it is pointless arguing. He has prepared for this eventuality, saving part of his salary every month for the past five years. He will need that now. A sacked man or a man asked to resign is seldom re-employed.

The head smiles coldly as Pascoe leaves the room. He feels just that little bit cleaner now that his school is to be rid of a slapdash backslider, who was too much of a thinker by half to ever truly succeed as a teacher.

In his elation he reaches forward to his control panel, touches a lever and gives the heating throughout the school a five-minute burst. "A warm staff is a happy staff", he says to himself as he tidies his desk.

John Price is head of English, Washington School, Tyne and Wear.

The forbidden Child

Leon Garfield remembers a Jewish Christmas

The pleasures of youth are best remembered; those of age best savoured as they come. So it is with Christmases. Best to forget the awful certainty that the world would end on December 24; or that for some equally cogent reason Christmas would never come, so that, when it did come, one was so overwrought with anxiety on its behalf that one was infallibly sick and infallibly given castor oil.

Best to remember Victoria Station, where my Christmases always seemed to begin. A magical hissing cave of steam and tinsel, bananas, with nuts, grapes and oranges piled high in the fruit-shop window, like gorgeous Alps under eternal cotton-wool; and herald angels singing under the clock and shaking scarlet collecting boxes. Best to remember the bus—or, if times were good, a taxi smelling like a wallet—to an Aunt and Uncle grand in North London, with a river at the bottom of their garden and a statue of Samson modestly endeavouring to thrust aside the pillars of a rustic arch.

Best to forget that other Aunt and Uncle (mortal enemies of the first), to whom I was sometimes despatched, and who lived in tomb-like seclusion in Highbury New Park. Charity bids me think better of them now than I did at the time. (But Charity! you weren't there!) Fancy suggests that there had once been a Christmas in that tall glum house, and that there had been holly; but its berries got frightened white and turned into the moth-balls on which I always trod when I crept out of bed in the middle of the night.

Although I was Jewish all the year round, I never really felt it till I got into that house, where the very name, Jesus, was not to be pronounced, and the New Testament was a Satanic text. My Aunt and Uncle hated Christmas and, what was worse, denied its very existence, which angered me very much as I knew it was happening at Selfridges, on the top floor. Jesus was there, very small and pink, sitting with his mother in a cave of holly and sand; and so was Father Christmas, in a boat. You reached this enchanted place by means of a lift, straight out of the Arabian Nights, that was operated by a lady in pale blue velvet, with beauty spots and a powdered wig. She resembled something between a female dragoon and Marie Antionette, and had the most refined voice I have ever heard. When she said, "Going up!" it was just my soul that soared, for my earthly parts were left behind.

But of course I never went to Selfridges on those Christmases when I stayed in Highbury New Park; where I seem to remember that the curtains were always drawn, in case some hint of pagan festivity might sparkle through. Looking back on it, I must have presented a very doleful, piteous sight, imprisoned with that gloomy pair, while the world sang outside. My uncle was a large-faced, shouting man of whom I lived in mortal terror. My aunt, on first acquaintance, was sought. She had a round face and tyrannt eyes, like a bun; but I soon discovered it was a bun on which a tiger might well have broken its teeth. (But, Charity bids me think better of them now!)

They had a garden, but no river and no Samson. It was a condemned patch of grass imprisoned by a wall on which was a thick crust of broken glass. You got to it by an iron staircase, such as prisons have. These, then, were the Christmases it is best to forget. And yet, there is one that I remember . . .

There was a woman who came to clean, a Mrs Blowser, who had been worn down over the years into something faint and shadowy in a flowered overall. No spark of joy or pleasure ever came off her; in fact, she was ideally suited to Highbury New Park. She never spoke to me, never smiled, and came and went like a ghost. She would come on Christmas Eve, and, before she left, would murmur to my Aunt (as if something unavoidable had occurred at home), that she wouldn't be coming for the next two days. No reason was given, and none was asked. My Aunt knew perfectly well that Christmas was to blame; but no word of it was ever mentioned.

I don't know whether Mrs Blowser ever nursed a sense of grievance; possibly she did. At all events, on this particular Christmas Eve, after she'd made her mysterious communication, she stared dreadly at me and then said to my Aunt that she'd "take him off her hands" in the afternoon, if that would be all right, ma'am." "Why, no!" asked my Aunt. "To the park," said Mrs Blowser, with a sense of wretchedness altogether fitting. I knew that park. It was all railings and stern keepers, and half a dozen depressed rabbits behind bars. Very well," said my Aunt, detecting no possible source of joyful-ness in the plan.

I went with Mrs Blowser and we walked silently in the park for about half an hour; and then she said, fainting with distress: "I thought we might call on my sister-in-law what lives quite near." I said it sounded an ingenuous idea, so we walked to a street of small terraced houses with dust-bins and bottles outside.

Mrs Blowser's sister-in-law's house was smaller than a doll's house, it seemed to me. The ceilings were low, the walls close together, and the fireplace was of the waistcoat pocket variety, and stuffed full of fire. Mrs B's sister-in-law's house was full of children and toys and noise and the steamy smell of puddings and mince pies; it was full of candles and coloured lights and shining faces. Mrs B's sister-in-law was giving a Christmas Party. "I've brought him," said Mrs Blowser, dolefully, "Poor little soul!"

Never can I remember a Christmas like it. Never can I remember such wholesome food and such shrieking, thumping, bursting and happy games! There was Charades, and Hunt the Thimble, and Blind Man's Buff and Postman's Knock. Oh how I remember an angelic girl who smelt of burnt sugar and came blushing out for a kiss when I knocked! There was a lighted tree and a snow-storm of cards and a Christmas Cat on the sideboard. Long I gazed at it; long I gazed at the Forbidden Child, lying in a match-box, in white crepe swaddling bands, tied with a tinsel sash. And there were the Three Wise Men, travelling on horseback from the direction of a family photograph. I think they were Red Indians in private life; but were attired for the occasion in flowing Arab robes.

"I'll have to be taking him back, now," said Mrs B after what had seemed like scarcely five minutes. "Can we give him a present?" inquired the sister-in-law. (My heart rose.) "They wouldn't like it", said Mrs B. (My heart sank.) "Something small?" suggested the sister-in-law. "If he don't say nothing about it", said Mrs B, "I know what I" said the sister-in-law. "I'll give him this, He's had his eye on it ever since he come in." She went to the Crib and gave me the matchbox with the Forbidden Child. "I got another one upstairs".

Never will I forget my guilty delight as I walked back to Highbury New Park and Mrs B. "You won't say nothing to no one, said I, shook my head. "I'll catch it if you let on," I nodded. "What will you tell your Aunt, if they ask?" I pondered. "I'll think of something", I said.

My Aunt and Uncle were waiting. "You've been a long time, Mrs Blowser." "We called at my sister-in-law's, ma'am", said Mrs Blowser. "For a cup of tea."

After Mrs B had gone, my Aunt remarked that I looked flushed and that there were crumbs round my mouth; cake crumbs. "They were having a party", I mumbled, feeling it useless to deny that much. "Party? What sort of a party?" demanded my Uncle in a most menacing fashion. "A birthday party" I said. "Whose birthday?" my uncle continued, even more menacingly. "A baby's uncle." "What? A party for a baby? I never heard of such a thing!". "Really, uncle, it was! On my word of honour!" And then I added, with a burst of inspiration "It was a Jewish baby, uncle. On my word of honour, it was!"

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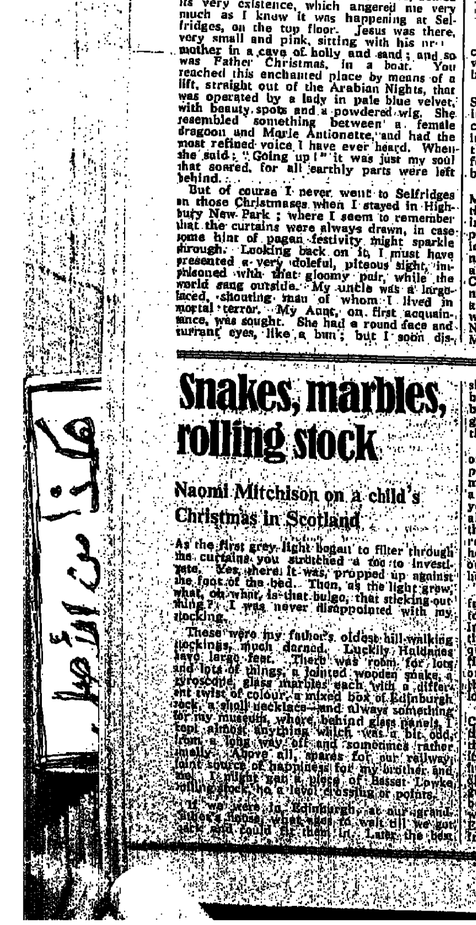

Snakes, marbles, rolling stock

Naomi Mitchison on a child's Christmas in Scotland

As the first grey light began to filter through the curtains you stretched a toe to investigate. Yes, there it was, propped up against the foot of the bed. Then, as the light grew, what, oh what, is that bulge, that sticking-out thing? I was never disappointed with my stocking.

There were my father's oldest hill-walking stockings, much darned. Luckily Haldanes have large feet. There was room for lots and lots of things, jointed wooden snakes, a grysocope, glass marbles each with a different twist of colour, a mixed box of Edinburgh rock, a shell necklace—and always something for my musquash, where, behind glass panels, I kept, although anything toilet was a bit odd, from a long way off and resentfully rather smelly. Above all, spares for my railway, faint source of happiness for my brother and me. It might run a piece of Basset Lowke rolling stock, to a level crossing or points.

If we were in Edinburgh at our grandmother's house, we had to wait till we got back to Perthshire to find it there in. Later the hen

shape in the stocking was square-edged—oh books! Could there possibly be a new Nesbit, or poetry? From about 10 I was a great lay-by-the-fire reader, mixed no doubt and the likes that stick now always the best.

But it was not just presents or the pleasure of unwrapping, to be followed by the unpleasure of thank-you letters. It was all our memories during the interminable length of a child's year, so different from the grown-up years that now whizz by. Most cherished of all, something which is almost extinct in this country, the smallest real candle on the real tree. There was no accident in my childhood in spite of muslin dresses and brushed-out curls, nor yet when I in turn began to have a tree for the next generation.

Have we been conned into caution by the fire-light manufacturers or are we so unused to flames that they aren't safe with us? In Scandinavia they go on. How beautiful the many coloured candles were, the same quality of beauty as on a young Douglas fir with light snow on the great branches, or to move a little way along the conifers, the larches in April with their pink cones looking like decorations especially hung there.

If we were at my grandmother's house, Clan in Perthshire, the big tree standing in the washhouse had been cut out of one of the plantations. The resin still oozed out of the cut branches and it would have been straining in the wind and rain like a ship's rigging. Children from the farms and Kinkerstoun to see their presents from my uncle with his bearded mask and red robe and to be fed with buns and oranges by Aunt Bay and Aunt Edith. I think they always found it rather frightening, it couldn't be Sir William, no one small child said firmly that it was The Lord Almighty. But the presents were solid, never trashy.

Wherever we were, decorating the tree was the loveliest thing, and even afterwards to take down so carefully the glass balls and tuck them back into cottonwool nests to sleep there till next time. Once, when I was still heavily splinted after a broken leg, I was carried down and laid where I could reach a branch and decorate it specially. Then the tree was turned so that I could do another; they gave me all the best of the babbler and the birds, with spun-glass tails. How kind that was, for an hour or two, I was out of pain.

Our parties always had crackers, at which some of us could show that little girls were just as brave as the boys, if not braver. Crackers were astonishingly cheap, I suspect, because they were put together by one of the many underpaid group of workers. The best crackers had indoor fireworks or puzzles, or musical instruments so-called. All had lovely mottoes: "I had an idea that when I was grown-up I too would write cracker mottoes, but better ones. We always had a gorgeous sit-down tea with sandwiches and cakes with cherries or icing and jelly in paper cases and candles in the dinner party candle sticks all along the table with the crackers piled and glittering against them.

Other people at Oxford or Edinburgh had the same kind of parties with singing, games, and hide-and-seek all over the house, tickling and running, jumping stairs, hair flying. Christening paper hats scattered everywhere and home-made lemonade at the end of it. Rainy dress parties were best, but no good now when anyone wears anything anyhow. In those days it was specially nice to be a temporary boy and, perhaps, have a few temporary boy and perhaps have a sword on a sun.

Christmas now seems to be more elaborate ing shopping and less fun. You can't decorate not so long ago had the old magic for us, though the tree was no fir but scentless. It stood on the wide porch, outside were the frost of the glass panes and a bush with white flow unobscured stars and a bush with white flow were just as brave as the boys, if not braver. Crackers were astonishingly cheap, I suspect, because they were put together by one of the many underpaid group of workers. The best crackers had indoor fireworks or puzzles, or musical instruments so-called. All had lovely mottoes: "I had an idea that when I was grown-up I too would write cracker mottoes, but better ones. We always had a gorgeous sit-down tea with sandwiches and cakes with cherries or icing and jelly in paper cases and candles in the dinner party candle sticks all along the table with the crackers piled and glittering against them.

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Rosy, cosy little Nell

Andrew Davies reviews 'The Old Curiosity Shop'

Such a fresh blooming modest little bud, neighbour; such a chubby, rosy, cosy little Nell! She's so . . . so small, so compact, so beautifully modelled, so fair, with such blue veins and such a transparent skin, and such little feet, and such winning ways—but bless me, you're nervous!"

And well we might be. Daniel Quilp, as played by Trevor Peacock in The Old Curiosity Shop (BBC1, Sundays) is a regular fire-engine of lust and power-hunger, capering, cackling, thwacking, a biter of legs and a thrower of cakes.

The object of Quilp's obscenely detailed appreciation is perhaps the most lifeless of all Dickens's passive child protagonists. Little Nell has no quirks, no character: she is an emblem of innocence in danger, as she wanders with her gaga grandad through a gruesome England, furnished liberally with puppets, freak shows, waxworks, graveyards: simulacra of death. Beautifully realised in the person of Natalie Dyke, she seems like one of those exquisite but obscurely disturbing Victorian wax dolls: an object of contemplation, a sex object in the purest sense, a doll that mustn't be played with. I think they've got her dead right.

Dickens's novel is a ramshackle old thing, full of blind-alleys, promising plots abandoned in mid-gallop, dull character groups grimly flogged into some semblance of life (such shrunks of print expended on the Garland family, and who remembers them?) It was written, of course, in serial form, at speed and under pressure, rather as if a major television serial were to be scripted without a storyline, and discrepancies and dead ends are only to be expected. But there's more to it than that: it is almost as if Dickens were scared and shying away from what he had set up in his juxtaposition of Quilp and Nell. Nearly all the novel's energy seems to have gone into Quilp—and Quilp's alarming vitality, his appetite for life, his penchant for sleepless nights spent smoking, plotting, walking, His extraordinary physical restlessness, all remind us of the restless energy and vitality of his creator. But what Quilp wanted was unthinkable; perhaps unthinkable to Dickens, certainly unthinkable in the context of a weekly serial for a family audience.

The BBC 1 Classic Serial, enshrined in its traditional Sunday afternoon slot, is no stranger to such ambiguities. Recently, in *The Legend of King Arthur*, the sex life of its leading characters was posed as a delicate question mark; and here William Trevor's bold and skilful adaptation happily accommodates Dickens's struggles with the unthinkable—though the concentration and selection of dialogue inevitably throws into high relief such extraordinary outpourings as the lines quoted above.

And what marvellous stuff it is. One occasionally hears the daft claim that Dickens's dialogue is unwieldy and overblown. In fact it is marvellously economical, crackling with life, often creating a whole world-view in half a dozen phrases. William Trevor seems to have found it infectious, too, and has happily created whole scenes for Dick Swiveller that Dickens somehow never got around to.

He has done some bold and sturdy tidying too. Nell's morose and venal brother Fred seems to have been chucked unceremoniously out of the story. He won't be missed. Sophy Wackles has gone, too, reduced to a few heartfelt testimonials from Dick Swiveller. This character has expanded gracefully to take on new plot responsibilities, and is engagingly played by Granville Saxton as an optimistic tattered peacock. But despite all this determined surgery we're occasionally stuck with a 10-minute scene in which characters we don't want to know talk about things we don't want to hear about, while somewhere off the edge of the picture Nell must be prettily suffering and Quilp obscenely capering, and *that's* what we want.

The production looks very good: Michael Edwards's designs are uncannily close to the original illustrations by Cattermole and Phiz, and so are the physical embodiments of Dickens's characters: a group of grotesques surrounding a beautiful doll. A bit like us, perhaps; grouped around the family set, contemplating little Nell in our various private ways, until her death releases us from our complicity in this curiously uncomfortable experience.

Natalie Cole as Little Nell.

Muswell Hill to France

Frances Hill reviews a new radio series

Pat Man on a Bicycle, a six-part series on Radio Four (Thursdays, 9.45 am), gives an account in music and words of an overweight broadcaster's bicycle ride from Muswell Hill to the South of France. It begins with Tom Vernon's visit to "bicycle tailor" to have a bike made to his measurements and ends with his arrival at La Grande Motte on the Côte d'Azure, the "seaside resort built on land reclaimed from the sea."

The idea for the series came out of Tom Vernon's discovery of the pleasures of cycling together with his attachment to France. He is an inspired one. The taped interviews, music and sound effects, on the evidence of the two programmes broadcast so far, give an imaginative personal view of French society and the Provençal character, putting no strain on the listener's prior interest or knowledge. The format of the obstacles (large quantities of flavourless fact, endlessly available generalisations, an upper-class lecturing voice) inevitably seem to be in the path of the "serious" news of other countries' affairs. It allows the presenter to show us France as she is, and to judge for ourselves how far the reality reconceptions and stereotypes.

The visit to the "bicycle tailor" in his championship of Belgian cuisine rubing us the best of the world, and confident of his craftwork's quality, to withstand any rigour of the dubious French postal system, got the first programme off to an excellent start. The interview was preceded by a duet with Tom Vernon's doctor, who put him on the scales and pronounced cheerfully that he was "disgustingly heavy" but "never mind, it's 700 miles", he ought to get a lot of energy on the trip. The two encounters with characters set the tone nicely for the amused pursuit of Gallic ethos to come.

Temptations of self-indulgence and dangers of digression in such a programme seem to have been resisted admirably. The comedy is never laboured. It emerges from the interview with an assortment of characters, who sometimes perhaps unselfconsciously French", sometimes unselfconsciously individual, quirks and all. A cider-maker in the programme remarks, with that, whereas the French permit only strictly controlled ingredients in their cider, the English put in "what they want: marmalade, chocolate . . .". An aristocrat who appears in the fourth programme, the owner of a showpiece village and an English garden based on the Sissinghurst model, says he would never want to open his house to the public like his friend the Duke of Bedford, who has to leave the lunch table to go to his room at two o'clock sharp. There is no question that Tom Vernon's pleasant manner is far too attached to the country for that.

But the programmes do not gloss over some of the difficulties of modern French society: the disenchantment of many young people, perhaps arising from the rigid and authoritarian nature of certain aspects of French life and undoubtedly exacerbated by high unemployment; a certain "compulsive competitiveness"; scandals over establishment manipulation of radio and television. Most of the critical comment (made mainly by French people themselves) comes in the third programme. The series follows Tom Vernon's route through the country but each programme concentrates on a particular theme, linked with the area passed through. The third, set in the central plain of France, deals with social and political matters since the geographical area is the least inspiring in terms of other aspects of French life, such as cooking and wine-making.

The series was, by radio standards, a "mammoth undertaking". It involved three months of work by two people in addition to the cycling and interviewing, wrote the "linking" material, chose and arranged the music (French pop, mainly) and put the programmes into their final form: Joy Hatwood, the producer, did the advance planning, went along on the month's trip by car, and edited 30 hours of tape (15 of interviews, 15 of background material like birdsong, charcuteries skimming machines and French clocks) to a suitable quantity. There was no advice or assistance from "experts" on France, though Tom Vernon's French is only A-level standard and his previous knowledge of the country gained merely from holidays. Given the nature of the programmes, this was probably no disadvantage.

The itinerary was carefully researched in advance. After mapping out the flattest possible route to the South, mainly along rivers, Joy Hatwood contacted local tourist agencies, finding out about places of interest and setting up interviews. These occasionally featured cider-makers and charcutiers but more often mayors and teachers, since they tend to speak English. Interviews in French, needing translation, were kept to a minimum.

The series is a uniquely radio product, unthinkable in terms of television or anything like the same form. "Pictures" would have constricted its scope and effects while inevitably making it into something more solemn and ambitious. It took a deep commitment to radio, and an imaginative understanding of its strengths and possibilities to think it up and to produce it successfully. It comes as no surprise that Tom Vernon says he is "hooked" on the medium.

Tom Vernon came to the BBC relatively late in life, 10 years ago, at the age of 30. After coming down from Cambridge he first worked as a public relations man for the Royal Shakespeare Company, taught English and done a stint as a folk singer. He joined Radio London when it began, moved to national radio, producing *Kaleidoscope* for two years and then went freelance. He presented *On Location*, visiting authors in their local settings last year, and now presents *Newsand* (Radio Four, Saturdays, 9.30 am) read a month and *Feedback* (Radio Four, Sundays, 1.40 pm). He feels, rightly, that he has a "good eye" for one of the descriptive linking passages in *Pat Man on a Bicycle* are arresting). He also has an excellent, dry sense of humour, a pleasant interviewing manner and a good sense of how to knit music and words to create mood. One of the attractions of radio, in his view, is that it gives one the chance to create programmes that are almost entirely one's own, in a way impossible on television.

He would like to try television some day, however, and has writing plans. (There is a partly-composed musical, among other things, in a bottom drawer.) But it would be a pity if such an excellent radio broadcaster forsook the medium entirely. Frances Hill

Tinsel over the Lakes

D. G. Valentine on end-of-term-plays

Two years ago Mrs Ann Dickens of Keswick School wrote a "literary review" in order to love Jack-in-the-Box (Simon McVey) and the Good Elf (Rachel Voysey), the Evil Queen (Luisa Romero) and Harty the Waiter (Robert Crowshaw)—even the ugly sisters (Kate Saunders and Cathy Birkett), as they slugged it out with handbags as to which of them should give Prince Charming the kiss of life.

David Rare's long and difficult play concerning the Communist revolution in China was performed at Whitehaven grammar school, Scenery, make-up and mast lighting is forbidden. From bare boards the producer (in this case Mrs Allean Younger) must evoke the atmosphere of hopeless degradation into which the Chinese peasantry has sunk.

By bending the rules a little Mrs Younger took the first act at a gallop. The uprising was fearlessly done, the flames of revolution crackling across the stage as the girls showed frenetic eyes, a bit as they say, shagbags. Then we were whisked to Beijing, but not for long. Simon Yearsley stood out head and shoulders above the rest, with his portentious pace, as leader of the revolution, it fell to him over and again to rescue not only the revolution, but the play itself from collapse, and this he did forcefully.

In act two, self criticism set in among the political cedros. No decision could be arrived at but it would be countermanded and the chronology of this act was recorded on a blackboard: "They talked for six hours." "They talked for six days."

After what seemed like six years we were allowed to sink away to our grubby, deviationist homes. A strange piece; but in the event intelligently tackled in performance.

Yes Sir, No Sir

A cast of 40 performed Yes Sir, No Sir at Sir Charles Lucas School, Colchester; but not for long. The script was the work of John Godfrey, head of drama, who was aiming to write something relevant as well as cheap to perform. It is a child's-eye view of school and job prospects, and both performers and audience appreciated this view of the baiting games teachers and pupils play with each other.

The most encouraging thing to be found in the play is the creative use people make of school boredom. For instance, the class do a spoof Barman while the teacher is out. Yes, like so much popular culture, it preys parasite-like on its own substance, with the result that the play begins to lack dramatic coherence in spite of an inventive use of choral speaking as a unifying factor. Geoffrey Buckfast

Behind the movies, behind the masks

Victoria Neumark visits two London exhibitions

The Art of Hollywood,
Victoria and Albert Museum until January 27.

The Great British: Photographs by Arnold Newman,
National Portrait Gallery until May 11.

One day soon there will be an exhibition called The Art of Exhibitions. The V and A's current *Art of Hollywood* show will have pride of place—with its more-than-life-size replica of King Kong's hand clutching a plastic Fay Wray, its frosted mirrored, white-leather-studded Twilight Room bar complete even down to the right brand of cigarette stub in the ashtrays, its gloomy Citizen Kane iron railings against a moonlit sky, with the very door from Joan Crawford's 1937 Conquest resurrected in its Art Deco swirls. Cedric Gibbons, the man responsible for creating the aforementioned door and the whole "MGM style", claimed that "the stage setting surrounds the actors, but in the movies the actors surround the set". Visitors to the V and A might feel that this exhibition is to its exhibits as movie sets to movie actors. It swallows them up.

Not content with merely illustrating the work of seven Hollywood art directors with clips, stills, drawings and storyboards from movies to which they contributed, the organisers have included personal snapshots, historical introductions, and in one case even a postcard as proof that one Walter D. Hull, designer for Cecil B. de Mille's *Intolerance* really did exist. In all this gallimaufry of detail, truly interesting facts, such as the invention of the storyboard by Georges Melies in 1915, or Wilfred Buckland's contemporaneous introduction of the Klieg light to make indoor shooting "bright as day", lose their impact. As Douglas Fairbanks reputedly said of one of Anton Grot's sets, "I can't compete with that".

No cinema buff would wish to deny the importance of the Hollywood art directors in creating that polished world of illusion that was the silver screen in the twenties, thirties and forties. William Cameron Menzies, in particular, was the architect of the visual

Mary Pickford in 'The Taming of the Shrew', 1929 (British Film Institute)

impact of strings of glorious pictures, from the *Thief of Baghdad* to *Gone with the Wind*, whose sets, costumes lighting and even camera angles reflect his sensitivity and imagination as much if not more than those of the director. None the less, to pick out seven art directors and credit them with "the art of Hollywood" is a bit much. *Films* are a group production, made as much by "angels" (financial backers) as by artists, and the kind of limitations put on designers by the producers' conceptions of the market place are well described by this story about the filming of MGM's *1925 Paris*, now

Cedric Gibbons objected to a part of the script which called for a love scene set against a background of moonlit ocean. He showed Thalberg, all-powerful typoon, photos to prove that there was no sea in Paris. "We can't cater to a handful of people who know Paris", said Thalberg. "Audiences only see about ten per cent of what's on screen anyway, and if they are watching your backgrounds instead of my actors the scene will be useless. Whatever you put there, they'll believe it."

If the art of a film designer is incomplete by itself, how much more so is that of the portrait photographer. Arnold Newman is an immaculate *réalisateur* of his sitters, but his work is only as interesting as they are. Despite a few oddities in the selection—why George Harrison and not Mick Jagger?—*The Great British* is a riveting collection of the faces which have dominated the news for the last decade.

Enoch Powell, face corkscrewed with passion, peers from his study, having remarked gnomically "A man is not a man till he has his boots on"; Vera Lynn smiles graciously from a pile of angora knitting in her sitting-room; Francis Bacon winces up at a bare light bulb.

One is struck afresh by the impermeability of some faces—actors and politicians are always "on"; their masklessness itself a mask—while others, like the gurgling John Betjeman or meditative Group Captain Cheshire, seem to wait within their faces to speak to the viewer. Newman's excellent photographs are tactful in the extreme, and there are none of the shocks of recognition a less official lens might have elicited. This is still a fascinating collection.

Metropolitan showings

Patrick Carnegy on Scottish and Welsh opera

Scottish Opera and Welsh National Opera's standards are international with no holds barred, so it is very good that they should come to London to shake the capital's complacency. Some say that the Arts Councils should veto such metropolitan showings but this is humbug. It is as vital for the morale of these companies that they should visit the capital from time to time, as it is desirable that London's resident companies should shake off their dust and get out on tour.

But it also has to be said that productions need to be well run-in before they arrive in town. In the recent and most welcome London visits by the Scottish and Welsh National Opera companies there were many stunning individual features, yet although Wales scored more strongly than Scotland, neither seemed able to weld these into performances that were strong all along the line.

It was certainly unwise of Scottish Opera to have brought their new Don Giovanni to Sadler's Wells quite so soon after its opening night. Superficially (in both senses) gorgeous on the eye, David Pountney's audacious attempt to build ingenious bridges between scenes by turning *dramma giocoso* into Jacobean tragedy, with funeral processions, and devils under the Don's dining table, foundered upon an excess of extras and business. Alexander Gibson's conducting was somnambulistic, but there was much vocal delight to be had from Norma Sharp's Anna, Robin Leggate's finely phrased Ottavio, and from Robert Lloyd's commanding Giovanni—his debut in the role.

I felt much more positive about Peter Ebert and Ingrid Rosell's view of Gluck's Orfeo as a dream sequence enacted in a marquee pitched in Arcadia. With the blessed spirits incarnate as a ballet of coiffed white nuns, this could not have been everyone's view of operatic paradise, but it had the rare merit of being a fully developed conception. If Mira Zakai's Orfeo came across as rather graceless and ill-at-ease alongside the classic elegance of Felicity Lott's Euridice, then one must remember that she had just taken the part over from Janet Baker and had, one gathers, only been allowed two stage rehearsals. Alexander Gibson was again the less than totally committed conductor. Let us hope that Scottish Opera will be in better shape when they return to London next April.

The WNO took over the Dominion Theatre at Tottenham Court Road for their "Amoco Festival of Opera", and the three productions (out of five) that I saw each offered something of truly memorable distinction. The reputation of the WNO had preceded them, for their Tristan had been sold out within five hours of booking opening, and virtually the whole season was

Elisabeth Söderström was [illegible] and deeply moving in Janáček's Makropoulos Case, not least in the bizarre scenes where she discovers that, when one has survived long so that life has become a living nightmare, there can be no lover like an old and familiar one—an incomparable vignette Nigel Douglas. It was only one of the consistently skilful characterization on stage (the producer again David Pountney, this absolutely sure in his touch) so often drowned out by the Armstrong worrying the score along as though they were a pair of thick-skinned oxen. Admittedly Janáček's vocal line is hard to inject in any other language than Czech, yet, as Reginald Goodall showed later with the Sadler's Wells orchestra, it was perfectly possible to obtain a satisfactory balance in the Dominion's difficult acoustic.

It was the same story with Madame Butterfly under John Smith's baton. It seemed incredible that, having done full justice to the immense service of rendering much wonderful music that is otherwise cut, he should then go on to do the disservice of playing it so badly as to rob the poetic and refined sung Butterfly of Magdalena Falewicz of the support she deserved. Joachim Herz's production was completely in tune with the score.

The Festival concluded with Tristan, which, under Goodall was by far the most remarkable piece of musicmaking I have heard in the theatre this year. Goodall stands every eddy and undercurrent in this miraculous and unfathomable score. This was truly transcendental: performances completely integrated with [illegible] Esther Gray's Isolde and John Mitchinson's Tristan; it was the musical aspect that the deficiencies and effrontery of an *orange* bedspread as the principal "prop" in Act Two) and Brenner's production were short of an artistic sound which Goodall conjured from the orchestra, and the after phrase of his Tristan, Marke and Brangäne, will be remembered long after the horrors of the staging has passed into oblivion.

The WNO will be at Mold Theatr Clwyd (January 19-26), Newport, west, Sir Thomas Picton, Cardiff (January 29), Cardiff, New Theatre (February 26-March 2), Oxford, Apollo Theatre (March 12-24), Bristol, Hippodrome (March 25-29), Birmingham Hippodrome (April 1-5), Southampton Gaumont (April 16-19). Details from WNO, Crown Street, Cardiff; information about Scottish Opera's plans from 39 Elderbank Crescent, Glasgow G1 4PT.

Much ado about Christmas

Anthony Masters

Definitely justifying the trip out to Borehamwood, Lyndhurst School's Twenty-First Century Christmas Carol was a cheerful, imaginative start to the festive season. Tom Wilson, author and director, freely updated Dickens's story to make maximum use of his cast's varied talents. His Scrooge refuses his charity to the ladies of the school choir (fetchingly attired in shawls and bonnets), a group of buskers that usefully included Lyndhurst's own gymnast and tap-dancers, and a succession of beggars which became an increasingly grotesque and hilarious parade of comic turns.

His ghostly ordeals, introduced by an "Ebenezer" Andrews figure crying "Ebenezer Scrooge. This is Your Life!", ranged from a painful reminder of his babyhood with Marley (two giant 12-year-olds in diapers, whose vicious quarrels over toys only "may not happen" in consequence) to a fearful vision of his future replacement by an acronymic computer, the Silicone Chip Rotational Obliterator of Greed called Enny. Finally converted to largesse, he is greeted with a chorus of "Hey, Big Spender!".

Another matter, Herbert Chappell's darkly syncopated version, as told by the animals as well as by some of the central characters, is a gift to a school his teachers wish a feel for it. This school did and the children of the first to third years took to it easily. In fact, the large choir in it, which rehearsals provided the most inspiring sound I have heard this season, and behind the hand-held masks on stage there were a few girls with the makings of a fine style.

If the angels have had best given their head they might, I fancy, have come across more satirically, and it is interesting to compare the obvious view that was attempted by the Second City Company, a local professional group that performs in schools and community centres. They tried to whoop it up, but their fatal flaw was their slavish regard for the heroes and villains formula, beyond which most children have gone in their own imaginations and performance.

Santa Claus kidnapped by an unscrupulous department store manager has interesting political possibilities, but was devalued into a simplistic hullabaloo, and chess, far below the level of creative allowed by the schools themselves.

A suitably moral tale, performed with zest by a cast of 150.

Costumes and music were outstanding in this Christmas play. Ada About Nothing was Cecil B. School, Les Colin Howard's Fagin was [illegible] and Revenue Officer took place up and down the country. Songs of up to 40 were sometimes involved, despite the severity of punishment on capture and conviction.

In a violent age, any criminal act was likely to bring brutal retribution. There was, for instance, the case of the 12-year-old Peterborough girl sentenced to death in 1802 for killing a lamb. Fortune-telling should lead to the pillory, two young men in Salisbury were three times publicly whipped for cutting down young trees in 1808, and public executions were eagerly watched by the crowds, including women and children, the latest mentioned being Charlotte Corday in 1835.

Superstition was rife. At Tring in Herts, pathetic old couple, alleged to be witch and wizard, were stripped, ducked, and so beaten that the old man died, while even in 1845 the police related that to destroy the witch it was necessary

A tonic for teachers

Harry Rée on conflicts in secondary education

The Divided School. By Peter Woods.
Routledge and Kegan Paul £9.75.
7100 0124 X

This book could be a tonic for teachers. Taken in regular doses it would alleviate teachers' headaches, pupil pain and parents' anxieties; at the same time it could make schools far more effective places than they are at present.

But this won't happen. The medicine won't be taken by more than a handful of teachers, and while these few will emerge with a better understanding of their ailments and of what is wrong with schools, they will not have the clout to set about effecting a cure. Teachers should not be put off by the unreadability of the first few pages where gems of sociologuese proliferate. On the very first page the author twice uses evidence as a verb, but when he begins to quote at length the lively opinions of teachers and pupils of all species, their more simple English seems to have a disinfectious/disinfecting effect on his own style.

In a strange sad way this failure to get read is the fault of the author. Peter Woods is an academic sociologist who, although he worked for a year in a staffroom of school teachers, writes "professionally" for other sociologists. Who else but one of that clever selected breed would write of "analysing social referents" and a few lines further on explains that his sociological approach "elevates the process of meaning-assignation and situation-defining to prime importance." Then, he feels it necessary to puff up the perfectly meaningful adjective "strategic" into "strategical". Is it not time that Routledge, and other publishers of academic sociological books, written with laymen in mind employed other writers as "clarifiers" and publish, alongside the original jargonese, a readable text in paperback at a less dissuasive price than £9.75.

But in spite of these defects there can be no doubts about the potential value of the book, and I would advise teachers, especially heads, to press on through the early pages to where the normal language of teachers and pupils seems to have a good influence on the sociological style of Peter Woods.

The evidence which he extracts from a year's close observation and listening in a secondary modern school makes fascinating reading, and it serves to illuminate seemingly innocuous areas of the school process, like subject choice at 14 plus, and school reports. Both these are analysed deeply and the most unexpected pressures and deviant intentions are laid bare. As they read on teachers will keep being reminded or made aware how, through no fault of their own, they often come to adopt practices and attitudes which, in fact, are destructive of their aims and intentions. We are reminded that: "Of all the symbols of school authority none is more detested than school uniform. It is precisely because it is so closely associated with school norms and teacher authority that it is pursued with such vigour."

Peter Woods expands this idea to show how "education for domestication" was always part of the child's school experience. The ritual pre-assembly parade and inspection is only one aspect of the same process: "Pupils are drilled in how to move about their school, sit in desks, raise their hands, eat their dinners..." But he usefully points out that these strategies belong to a bygone age, and that they are today powerfully resisted by a strong minority of pupils, and that once such strategies have ceased to work, once they have been effectively and are continuously challenged, "they are just as likely to alienate as to win over". He might have added that they serve also the unwanted purpose of making the staff look silly while members of the resistance movement become heroes in the eyes of the pupils.

These self-inflicted clashes—and those which have arisen largely because of recent changes in the way children are brought up, have unfortunately elevated control, overt control into one of the main concerns of many teachers, and Peter Woods rightly points out that the more teachers are forced to concentrate on control, the less attention they can give to education and transmission of knowledge.

Furthermore, in state secondary schools, personal considerations of security and ease often come to over-ride the teacher's commitment to teaching, and the more committed the teacher at the beginning, the more painful becomes the shift to an emphasis on self preservation and pupil control rather than on teaching and education.

This shift makes the experience of "teaching" not merely more exhausting, but in many cases actually degrading. It is sad how often prison metaphors are used both by pupils and staff to describe their experience of school.

Pursuing the theme of the growing importance of control, Peter Woods devotes a chapter to "The Hidden Pedagogy of Survival". Here he categorizes a number of survival techniques which he has observed and there will be few teachers who do not recognize these, if not in themselves, at least in their colleagues. Teacher stress, resulting from such changes; occasionally breaks out in the form of conflict within a staffroom, or between staff and the upper levels of the hierarchy but often it is contained, not by Librium but by laughter, and Peter Woods is perceptive in analysing the often childish humour which breaks out in staffrooms, which can only be explained by overriding need to reduce tension and make the divisions in a school at least bearable.

But the divisions are inevitably there, and just as it should surely be the aim of schools today to eliminate causes of conflict rather than retain them, so the school following the findings of Michael Rutter in *Fifteen Thousand Hours*, should positively emphasize the aim of school cohesion, without having recourse to outworn means of achieving it. These perhaps are the twin problems of schools in the eighties. It is up to teachers to work them out, and they will be much better equipped to do so after having read this book.

But the book has one major defect not admitted by the author. His evidence has been drawn exclusively from a secondary modern and not from a comprehensive school. And yet the most damaging division in our schools has surely been built up because of the necessary combination of grammar and secondary modern pupils and teachers. Surprisingly the conjunction of the pupils has caused few serious worries, although Peter Woods usefully analyses this in contrasting the A stream and C stream of his school. On the other hand, in the staff room the division is serious between those whose habits and attitudes were formed when teaching in modern schools, and those who formed their habits and attitudes in grammar or public schools.

In the modern school the teachers knew that those they taught would never become their social equals; in grammar or public schools the teachers knew that many already were, and others would become their social equals or even their superiors. Because of this each type of school developed a different tradition which influenced the way staff talked or listened to pupils, and which informed their attitude to rewards and punishments. In the staffroom of the comprehensive school these two traditions have come together, and inevitably, though sometimes unconsciously, they account for deep disagreements as to how children should be treated.

The comprehensive school is, *sui generis*, at the moment a divided school, and it will take many retirements, resignations and new appointments to heal the division. One of the virtues of this book, even though it deals only with a secondary modern school, is that it could greatly help the healing process.

Annals of the poor

Eric Church

News From the English Countryside: 1750-1850. By Clifford Morsley.
Harrap £8.95. 245 53453 9.

"The short and simple annals of the poor"—so, in Gray's phrase, might this book be subtitled. Mr Morsley has ranged widely, and dug deeply into the files of both local and national newspapers to produce this fascinating collection of extracts to show how our forebears coped with a life that was often nasty and brutish, and at times uncomfortably short.

Accounts of deaths from starvation in Cumberland and Buckinghamshire in 1757 underline the poverty and hunger which existed throughout the period, leading to the seizure of corn wagons, to bread riots, to rick burning and eventually to machine smashing. Yet the most dreaded fate was to be consigned to the Workhouse, intended by the Poor Law Commissioners to be "uninviting places of wholesome restraint". In desperation men turned to poaching and smuggling, and pitched battle against gamekeepers and Revenue Officers took place up and down the country. Gangs of up to 40 were sometimes involved, despite the severity of punishment on capture and conviction.

The thresher. From William Hone's Every-Day Book, 1826.

to draw blood from her person. Comfort hereafter was provided for a gypsy woman who died in 1830 by enclosing in her coffin her knife, fork and spoon, while her dog and donkey were slaughtered, too, so that they might join her.

Entertainment was also violent and particularly cruel to animals. The Duke of Cumberland amused his guests at Windsor by setting a tiger to fight a stag enclosed in a net, live tom cats were eaten for wagers, bulls were baited, turpentine-soaked rats were set on fire and chased, and at Gerrards Cross two young men with "native characteristic bravery" fought an 87-round contest.

When Napoleon's camps were visible from the Kent coast, this courage showed itself differently in the recruiting of the Sea Fencibles, the preparation of warning beacons and in the response to the national Call to Arms, when one 94-year-old who responded at Peterborough brought with him his javelin.

Throughout the book there are gentler, homely *faits divers*—reports on centenarians, on Harvest Home and Coronation rejoicings, on cures for much feared hydrophobia, on Gargantuan eating and drinking feats, and perhaps best of all, a report of the last cuckoo being heard in December, 33 years before the first appearance of *The Times*.

Finally, mention must be made of the book's excellent layout, and of the apt and attractive Bewick illustrations.

It was a long way to Tipperary

Jack Cross

Testament of Youth. By Vera Brittain.
Fontana £1.75. 00 635703 2.

Remembering, We Forget. By Hilda D. Spear.
Hart Davis-Poynter £11.00. 7067 0235 2.

The images and sounds of the First World War linger in the race memory. Three generations later "Tipperary" can produce the authentic prickle at eyelid and neck-nape while "Roll Out the Barrel" remains a token ditty heard only when sung, rather self-consciously, at reunions of those who took part in a later, and greater, war.

Vera Brittain's account of the events of the years 1900-1925, and of her personal responses to them shares this durability. *Testament of Youth* was first published by Gollancz in 1933, issued in paperback by Virago in 1978 and, following the public acclaim for the BBC/London Films television production, has recently appeared again on the bookstalls. Her experiences, shattering as they were, were shared by many: her point of view was unique. This was a conflict in which combatants and civilians regarded each other across a gulf of ignorance through a mist of baffled and often intolerant misunderstanding. The author was at first a civilian, who felt guilty for being so, and then became a nurse who served in the field. She was also, of course, a woman and (rare for the times) an educated one. Her lover, and the brother and friends she lost, came from the class which produced the officers who perished in disproportionate numbers on the Western Front; they were also, while they lived, the poets who provided a fitting elegy for their generation.

Dr Spear studies the ways in which the war poets reflected a whole series of changing attitudes during the 1914-18 period. At first they (and Vera Brittain's brother's Uppingham friends were among them) eagerly looked forward to taking part in a spirit of adventure and romance. She is, however, careful to distinguish between "romanticism", justifiable in a young soldier able to visualise his own destruction, and the "sentimentality" of older, safer, men; neither Hardy nor Kipling escapes criticism on this ground.

Soon comes disillusionment and the search for catharsis through realism, accompanied by the desperate desire to tell the people at home what modern war is really like. "And trunks, face downwards, in the sucking mud/Wallowed like trodden sandbags loosely filled:" Owen, Blunden and Sassoon used language which was bitterly offensive—and was meant to be. Antagonism between soldier and civilian is contrasted with the loving comradeship of the trenches, extended even to the enemy, fellow sufferers. Hilda Spear detects a new hardness by the generation gap, exemplified even by the reshaping of the Christian myth to make Jesus a soldier's symbol for youth sacrificed to age.

The book has occasional infelicities—these are almost inevitable in passages which try to "explain" poetic imagery in naturalistic and historical terms; nevertheless *Remembering, We Forget* does (in the words of Shirley Williams' preface to *Testament of Youth*) allow voices from a terrible past to speak still to young men, and women who were not even born when the Second World War ended".

Among this week's contributors:

Bernard Denvir is the author of *Impressionism* and *Fauvism and Expressionism*.

Robert Fox is a reporter with the BBC.

Marion Glastonbury is one of the contributors to *Writers, Critics and Children*.

Harry Rée teaches at Woodberry Down School.

Gath'ring winter fuel

D. J. Hart on school plays in the Midlands

Nearby comprehensive school in Alum Rock had put off its production of *My Fair Lady* until March in order to consolidate at Christmas time its central place in what some people still call the village, which now includes the largest Pakistani community outside of Karachi. Nasby's brass band has been performing in local junior schools and at the police station, and the old folks were given a party during school time. The school would be empty night (a do-it-yourself adult education and social evening) had its mid-winter celebration and the Christmas Fayre opened the school's doors and made money.

At Moor End comprehensive in Kensington the parents contributed old photographs, silverware and themselves in period dress for a Victorian evening. Working throughout the term on the Victorian era as a project, the pupils had their transformation into the actors and the school hall for the dramatic evening of melodrama, with its marvellous race, gave it all the colour of their imaginations and grimed all over their faces.

In searching for interesting events I have tended to avoid naïvely plays but the Selly Park Girls School Christmas Jazz was

saw only a rehearsal and perhaps it developed some fluency, but what seemed to be lacking was a fundamental purpose. It isn't the most challenging show, either in means or content, for aspiring young actors.

The unfortunates had the use of the superb Solihull library theatre, but I was riveted far more by the Clifton junior school's Joseph and *His Amazing Technicolour Dreamcoat*. You might think the musical has been done to death, but none of the professional productions I have seen has matched the one performed in this old, packed, cramped Balsall Heath school hall.

Joseph was played by an Asian girl, the narrator by an English girl, Potiphar by Devrey Zebulum Jones, Asherby by Mistral, the camel by a Singh and a Patel, and the Elvis Presley Pharaoh was West Indian to the last. "Oh yeah!" The show was written for a school and the school showed why. They kept up a marvellous pace; gave it all the colour of their imaginations and grimed all over their faces.

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When Adam delved and Eve span

Marion Glastonbury on the women's movement

Maternity : letters from working women. Edited by Margaret Llewellyn Davies.
Virago £5.95.

The Cause : a short history of the women's movement in Great Britain. By Ray Strachey.
Virago £2.95.

One Hand tied behind us : the rise of the Women's Suffrage Movement. By J. Liddington and J. Norris.
Virago £8.95 and £3.50.

Emigrant Gentlewomen. By A. James Hammerton.
Croom Helm £8.50.

The New Woman and the Victorian Novel. by Gail Cunningham.
Macmillan £8.95.

Half the Sky : an introduction to Women's Studies. By the Bristol Women's Studies Group.
Virago £0.50 and £3.95.

There is a brisk trade nowadays in what was hitherto hidden from history. Booksellers are shifting their stock to make room for the advancing flat-iron of the Women's Press and the twice-bitten apple that is Virago's emblem. Those of us who once spent the odd shilling on a mouldering second-hand copy of Vera Brittain's *Testament of Youth* or Dora Russell's *Tamarisk Tree* find ourselves suddenly in possession of the very latest thing. Female emancipation, we now realize, is no longer a joke, a fad or a lost cause, but unfinished business of some urgency. Rebels of the past, whose ideas until recently seemed as absurdly dated as their hats and hemlines, speak to our condition. The forgotten women who laboured in tenements and sweatshops left messages which transmit to us their buried hopes.

It was in 1915 that the secretary of the Cooperative Women's Guild first made public a selection of 160 letters from members. A bleak note of the husband's wage and total number of children; plus still-births and miscarriages, followed each history of starved pregnancy, attempted abortion, bungled forceps delivery. Doctors were called only *in extremis*, and then, to exhausted women raising families in slums, they recommended rest, sea air and freedom from worry. Describing their experiences, correspondents apologized for their grammatical errors, their lack of reticence, their depressing tone, and sent "good wishes for a brighter future" in the hope that their testimony might assist the Guild's campaign for Maternity Benefit and perinatal care. Readers were indeed shocked by this bloody flux of facts: abscesses, prolapses, epicaemia and all. While the armed forces deplored the stunted condition of recruits from the labouring classes, statistical revelations of infant mortality convinced some parliamentarians and local councillors that, in the long run, it would pay to spend public funds on the health of women and children—still, in our own day, a matter for debate.

In winning a hearing for obscure and poverty-stricken women and by insisting that their suffering were caused by "the conditions of life forced on wage-earners", Margaret Llewellyn Davies upheld the traditions of her family and defied the conventions of her class. Her father was a radical parson and the brother of Emily Davies whose pioneering efforts for women's education are substantially chronicled in *The Cause*, first published in 1928. The author, Lytton Strachey's American sister-in-law, served as Lady Astor's political adviser and speechwriter. Whatever the quality of her advice (and the mind boggles at the incongruity of this collaboration), the speeches must have been written in fine style.

In this vigorous, witty and lucid account she traces the women's movement from the premonitory stirrings in the aftermath of the French Revolution, through the nineteenth-century agitation for legal and economic rights to the decade after the vote was won. The founding and funding of organizations and the slow shifts of public opinion are brought to life in a series of dramatic portraits : Harriet Taylor, John Stuart Mill, Elizabeth Garrett Anderson, Sophia Jex-Blake, Millicent Fawcett, Josephine Butler, the Pankhursts. A heroic saga : honoured names. It remains for present-day researchers to uncover the local contribution of unsung suffragists whose political demands for a better life stemmed from their own industrial experience ; in the case-study of Liddington and Norris, that of the Lancashire textile trades.

The old battlefields of women's history are rich quarries for the pursuit of the doctoral thesis. In a scholarly and readable analysis of female emigration between 1830 and 1914, A. James Hammerton emphasizes the energy and achievement rather than the passivity and helplessness of those "surplus" women who sought refuge, work and husbands in the colonies. Mary Taylor, an enterprising friend of Charlotte Brontë, established a thriving shop in New Zealand where trade was not despised and ladies did not lose caste by becoming businesswomen. However, her success was due in part to commercial backing from supportive brothers—a rare asset.

Sadder stories show that it was not the artificial constraint of snobbery that prevented educated women from going out into the world to make themselves useful. Real dangers kept them from employment. The rituals of chapermage were no mere parade of gentility but a necessary protection against a predatory code. When Mary Ann Bolton, a friendless governess, set sail for Australia in 1842, persecution by crew and passengers led to her death.

Gail Cunningham also takes a postgraduate look at old controversies, starting with verses defining the New Woman which won a magazine competition in 1894 (shortly after Arnold Bennett joined the editorial staff).

This theme condemns her and us for the duration of the book to media myths and journalistic clichés, as she hunts the stereotype of the Girton Girl, Lady Doctor and Bachelor Mother through Victorian to literary conclusions.

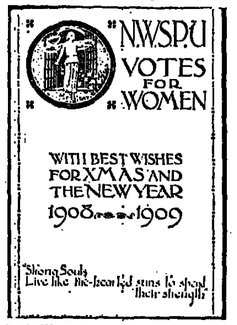
Meanwhile, in the West Country they are trampling out the vintage yard with earnest feet. Even *Half the Sky : an introduction to Women's Studies* reminded me of the catechism in Jessica Mitford's survey of Left Usage for fellow-socialists:

Question: What must we establish with the toiling masses?
Answer: a) closer ties b) firmer links c) durable alliances.
Question: What does one do with cadres?
Answer: One develops them, trains them and boldly promotes the poor things.

The cadre in this case consists of nine lecturers, and their mixed students, who have joined forces to produce an inter-disciplinary source-book. Two hundred extracts illustrating the central tenets of feminism and documenting the socialization, relationships, employment and creativity of women past and present, are supplemented by a select bibliography, address list, hints on the syllabus, organization and handling of courses. Seven proposed permutations of material, according to the nature and length of the course, seem to me superfluous.

In my experience, teachers prefer to mix their own ingredients and can dispense with a display of "academic rigour"; the sociological corsetry of strata and structures, roles and interactions, patterns and levels, not onlies but slops, which serve to pad and package these ideas. Furthermore, the way in which lecturers usually talk—or perhaps I should say their habitual mode of discourse—which throws out rhetorical challenges to provoke combative response : "Can love survive marriage?" "Is there room for a woman's life than motherhood?" "Are women capable of logical or rational thought?"—is too familiar to need exposition.

Linguistic nit-picking apart, there is enough history and anthropology and biography and fiction and anecdote and verse and Government White Papers and TUC reports here to raise anybody's consciousness : plenty of lively varied stuff in hand for discussion through a long winter of evening classes.



Both illustrations are from Richard Pankhurst's 'Sylvia Pankhurst : Artist and Crusader' (Paddington Press £7.95)

Paperbacks

Pentathlon of pleasure

Robert Fox

At this season the almost compulsory pursuits of leisure and relaxation can prove every bit as gruelling as an Olympic Pentathlon. At every turn we see toys and knick-knacks, ego-testing, intellect, physique and family harmony in equal measure. Hobbies are no longer the pleasures of a man's idle hours, but as anything from the Boat Show to the Ideal Home Exhibition indicates in the twinkling of an eye, a vicious race for status and neighbourly approval. Board games, competitions or private solace abound, a nice comment on an age in which we prefer to while away the hours with solitaire, Archimedes' Cradles, backgammon, and Ma-Jong.

The hobby and board-game boom has been matched with an explosion of accompanying literature, much of which is guaranteed to be left unread. Penguin has a new series of puzzles and games books of varying sizes ; and three of them make up part of my seasonal Pentathlon.

Cat's Cradles, by Joan Eaton and Michael Schuyt (Penguin, £2.95) scores one of the weirder and more self-indulgent of the year's new books. Yet all is far from vanity ; a careful reading of this text and diagrams reveals a fascinating essay in anthropology. String games are common to primitive peoples the world over ; often for them their world of fantasy was and indeed is as valid and wide as a piece of string. The academics reached the importance of this kind of play rather late ; the pioneer was Franz Boas in the 1880s, and some of his anecdotes are reproduced side by side with sketches of diagrams. The whole text is a model of lay-out, with every step of the way brilliantly and simply explained. In a few pages you can progress from "This Sun and Moon" to the wonderful patterns of "Monkey's Bum" and "Siluu the Evil Spirit". This is an unexpectedly thrilling and profound little book.

The pleasures of an old opiate are told with new vigour in The Penguin Book of Card Games, by David Parlett (Penguin £1.50). All the old magic is given between plain covers, with more than 300 card games for any number of players and a short selection of patience games—the author promises a much larger volume on these alone. The book is excellent because it can be understood by a beginner, but it also provides good tips for the expert. The history of card games and the difference between the main European games is laid out succinctly at the beginning. This book is the cheapest referee available and carries the authority to silence any squabble over a family hand of Whist, Bridge or Canasta.

For more agile exercise of the wrist there is The Penguin Book of Squash, by Samir Nadim (Penguin £1.95). Every step and stage of the game is explained with the utmost clarity ; to say it is one of the best available handbooks on any sport is to damn with faint praise. The strength of the book is that practice is matched everywhere by theory, on position of the player and the dynamics of ball and court. It provides a handy means for checking small faults and weaknesses of technique for experienced players, as well as a first-class introduction for the complete beginner. Publisher and author are to be congratulated on their superb diagrams and photographs. Anyone engaged in teaching racket games should acquire this.

A more tranquil variant on manual skill is given in Pottery, by Tony Birks (Pan £2.95). This is another good value, large format paperback, illustrated with black and white and colour photographs. The secrets and skills of pottery are introduced and explained to quite advanced stages. History, cultural backgrounds and uses of pottery from different ages and continent are given exactly the right amount of detail and emphasis, and materials and their qualities are explained at every step.

Sweeter endeavour with the pot is implied with the fifth part of this quintet, Leith's Cookery Course Part I : Basic, by Prudence Leith and Caroline Waldegrave (Fontana £2.25). In a very crowded field this thoroughbred should win the race by several furlongs. To tell you where you are going all the time, the problems and pitfalls before the lid blows off the pot. The print is large and clear, and sufficiently spaced to be deciphered easily between tears of sweat, rage or tedium. Technique, and different nutrient values are amply explained.

The Good Boat Guide, by Bryan Marsh (Penguin £1.75) is precisely what it says it is, a guide to the good yachties and placid waters for a narrow boat holiday in 1980. The matter-of-fact approach to waterways and tilting facilities is addressed to the converted rather than the agnostic ; but you do not have to be Toad of Toad Hall to appreciate the charm and thrill of this mode of travel. If you do want to see Britain from her inland waterways, stick this book in your locker.

At the turn of the year

Hilary Wilce

A good basic reference book is both accurate and easily used. On the first count The Statesman's Year-Book 1978/79, edited by John Paxton, Macmillan £10.95. can hardly be faulted (barring the inevitable dating of information as work events march on).

On the second, the organization of the 115th edition has been radically improved. Gone are the old —often questionable—geographical groupings. Instead countries are listed alphabetically, with a separate front section for international organizations. The information packed under these headings has also been reordered and runs reasonably logically through from History to Books of Reference. All in all the business of looking things up has been made much easier : it took just 27 seconds to find out the name of Morocco's ambassador to Washington and 42 seconds to check the size of the Italian army.

A companion volume, The Statesman's Year-Book World Gazetteer £12.95 has over 8,000 entries covering places mentioned in the Year-Book. Useful for place names, spellings and population figures, but other information is, of necessity, so brief as to be of very limited application.

Whitaker's Almanack (the 112th edition, £3.20 and £5.80) needs to be well perused before it gives up all its secrets. As dated in appearance as a Pathe News bulletin (tiny type, yellowish paper, dull montage cover) but as solidly reassuring as a municipal library, it contains an astonishing breadth of clos-packed information. There are the obvious sections—heads of church and state, events of the last year, tidal tables—but also the less expected—principles of charitable bequests of the year, for example, and the assets of British banks. Useful words for building societies. Well worth half an hour's familiarization for a year's good value.

Old and nouveau

The Art Nouveau Book in Britain. By John Russell Taylor.
MIT Press/Harris Publishing £12.50. 90 4505 85 5.

Art Nouveau has been a profitable line lately for the antique hypermarkets and the publishers of pottery and "fascinating" editions. The latter have just been smartly upstaged by the Scolar Press with a fancy issue of the 1904 *Defence of Guenevere* illustrated by Jessie M. King and bound in suede-type edges, silk endpapers—all for £25. It is none too soon therefore to welcome the appearance of John Russell Taylor's 1966 essay on art nouveau as it manifested itself in Britain. His cool discriminations are badly needed to restore clarity to our use of a badly overworked term, and the chief regret must be that he has not been able to expand his study in the light of more recent investigations.

Brian Alderson

Birds of a feather

F. W. Kellaway

The Orbis Encyclopedia of Birds of Britain and Europe.. Edited by John Gooders.
Orbis. 5 volumes. £7.50 each.

All The Birds of the Air. By Francesca Greenoak.
André Deutsch £6.95.

If a dreadful thought—there were to be no more books about birds available, there would be some compensation to be found in the possession of this outstanding collection.

The five volumes of the Orbis encyclopedia deal with the birds of Ocean and Estuary, Mountain and Moorland, Marsh and Shore, Heath and Woodland, and Hedgerow and Garden. In some 1,400 large pages all the 642 recorded species are detailed with magnificent illustrations (drawings and photographs) in admirable colour.

Distribution, habitat, identification and characteristics are all included. The books have been devised with the individual bird as a basis. Each of the 72 families into which the species are grouped is introduced as a whole and in world perspective. Chapters on classification, ecology and identification lead to a systematic treatment of the various species. Maps show migration and breeding areas, many colour photographs indicate the appearance of the birds in their natural surroundings, and other equally effective places show them in flight.

The editor speaks wisely on the need for conservation. He points out that human interference and travel produce a more uniform world, which means fewer opportunities for bird species to flourish. So we may end with only those which have the common major attribute of being able to survive alongside mankind in the artificial environment he creates. Meanwhile, there is much to enjoy here.

Francesca Greenoak's work on "names, lore and literature of British birds" is a pleasant complement to the encyclopedia, recording what has been noticed, and talked or written about birds throughout the ages. It ranges through centuries of literature and of folk-memory, and links a great variety of nomenclature and traditional wisdom with modern ornithological knowledge.

There are some 50 synonyms given for the Green Woodpecker. Wood spirt in Norfolk becomes wood knacker in Hampshire and whittle in Somerset. Yaffle is common, but modifies in Gloucestershire to yuckel and in Oxfordshire to eccle. It is known as the rain bird, or an equivalent, in many parts, and as a colt in Cornwall.

Then, there are apposite quotations from writings by Euripedes, Marvell, Shakespeare, John Aubrey and many others, references to related customs of several countries, and advice on modes of distinguishing between the various woodpeckers. And a similar assemblage of fascinating information is provided for well over 200 species.

Alphonse le Flic is faced with another apparently insoluble mystery : the stones of Stonehenge are gradually disappearing and being replaced by inflatable substitutes. As always, the imaginative inventions of Jim Smith, author and illustrator, know no bounds and in "Alphonse and the Stonehenge Mystery" (World's Work, £3.40) the hilarious adventures involve an airship, a bi-plane, various vintage cars and a whole country town full of animal characters, who never simper or look chocolate-box sweet.

Games, songs and exercises to get it taped

Maura Docherty on English as a second language

Say and Say with Paddy and Pip.
Say books 75p each. Picture Books £1.50 each. How to Use books £1.20 each.
Macmillan.

Described by the publishers, as an audio-visual English Language course for young children in their first year of learning English. This is a graded course in six levels.

For each level there is a Picture Book, a Play Book and tapes, Picture Cards and a How to Use Book. The Picture Book and tapes present the "audio-visual language-learning situation", the Play Book "stimulate imitation, dramatization and follow-up exercises". Picture Cards and tapes provide "material for word and sentence building games and songs" and the How to Use books are "step by step instructions for the teacher and include exercises for the tape scripts and ideas for further activities".

This material may have a useful place for children learning English as a foreign language, but is unsuitable for those learning English as their second language in our situation. The contexts are not the same. Here, children are learning English in many different sources, from advertising, from people in an English-speaking environment and, most important, from friends in their class.

They are certainly not learning English in the order of a graded course, but more importantly, they are not just learning language, but are actively involved in real learning situations at school where concept development is integrated with the learning of language. Certainly, real objects and real tasks are always better than pictures. Also in teaching foreign languages, the teacher may be the only model for English. This sort of taped material with its sterile repetition and question/response pattern, might be useful, but children who are learning English can model their language on the native speakers of English in their class. I would have liked to see the children being asked to use language much more creatively.

The teacher is also requested to do some taping in the child's mother tongue. This would be rather difficult in our multilingual classrooms. The books, obviously designed for an international market, have animal pre-teens, presumably for the sake of neutrality. The brightly coloured comic-like format of the Picture Book and the cutting/colouring Play Book will be appealing to children, but I wonder if children from non-European backgrounds would understand the conventions and the images of the culturally specific illustrations (for example, Wizardry and Spells in Picture Book 6). While the language remains at a fairly low level, concepts seem more advanced, for example the moon appearing larger as it is approached in a rocket. Children must find these pictures and the whole sequence very difficult to understand.

I found many of the pictures very confusing. For example, on a page supposed to teach comparatives the children are expected to note that the dogs have different lengths of hair, but the pictures are not clear enough, and the dogs are different sizes which might appear the significant difference to the children. When Baby Panda digs into sand until an avalanche lands on him, the children are supposed only to notice he is dirty and dirtier. When one does not understand a language very well one looks for visual clues to help with meaning and some of these pictures would not help. There is a mis-match between what the children see and what they are asked to understand. I also found many strange uses of English which suggest (though her name does not) that the writer is not a native speaker of English.

Children's literature

Rude, stamping giant

Lesley Wood

Jasper and the Giant. By Nicholas Bowman.
Abacrest £2.95. 0 7226 5023 X.

Miffy's Dream. By Dick Bruna.
Methuen. £1.35. 416 88650 7.

How Do I Put It On? By Shigeo Watanabe.
Bodley Head. £2.50. 370 30206 0.

Teddy Bear Baker. By Phoebe and Walter Washington.
Abelard-Schuman. £2.95. 7232 233 4.

All these books have bright covers well designed to catch the attention of under-fives, and adults will appreciate the stout binding and sewing stitching. The contents, however, are not always as satisfactory.

Miffy's Dream, the ninth Miffy story for the very young has a new balance between story and illustration. The brief text, describing how Miffy meets another rabbit with whom she invents games in a sky playground, is confined to page one. A lengthy sequence of rather similar pictures follows in illustration. Miffy is a white rabbit ; her dream playmate is brown. But even a good moral needs an interesting context.

In How Do I Put It On? a teasing young bear enjoys the business of getting dressed. After trying pants on his head and shoes on his paws he suddenly gets organized and strides away jauntily. His antics are pleasingly illustrated and accompanied by a clear, simple text.

Reisling *Jasper and the Giant*, the publisher's suggest it is an allegorical tale. A rude, stamping and inevitably lonely giant is tamed and befriended by fearless young Jasper. As soon as he smiles the giant shrinks to human proportions. Taken seriously as allegory the story can be interpreted inconveniently ; oafish behaviour makes a big impression. Fortunately the book's strength lies elsewhere, in the splendid illustrations. The giant's beautiful, multi-coloured Red Indian head-dress is the dominant lure of the book.

Teddy Bear Baker, a follow-up, after 40 years, to *Teddy Bear Coalman*, was written neither to preach nor to instruct. This slightly rotund bear simply gets on with his shop, his van, his buns and his birthday cakes in an energetic and totally endearing way. Each page has an attractive drawing full of incidental detail. A baby with any vocabulary at all will find many everyday objects to identify. Older children will enjoy the well-constructed morning to evening narrative and the completeness of "And that is the story of the Teddy Bear Baker".

Sorting the herbs from the trees

Francesca Greenoak

The Story of England's Flora. By Edward Hyams.
Kestrel £6.95. 7226 6808 2.

Edward Hyams died in 1975, a sad loss to all of us who enjoyed his books on gardening and the land. I have looked forward to this latest volume, *The Story of England's Flora*, but with growing trepidation, since books which have lingered long in the publishing process are likely to be experiencing severe problems.

The final result bears out my anxiety. The subject is one already well worn by botanical and gardening writers and a new book needs to be carefully conceived to offer the reader any fresh insights. This is not such a book.

The text stands badly in need of revision and some good editing. There are several obvious mistakes and a number of misleading emphases.

The book looks very handsome, but the illustrations are decorative rather than informative. Because of the design, it is difficult to find the plant that goes with the text, and when you do it gives you no indication of overall shape or scale, so a saffron crocus and a twig from the Davidia appear with no indication to a young reader that one is a small herb and the other a billowing tree.

Finally, I do feel that, whatever the financial exigencies, colour illustration and colour photographs should never be placed side by side on a double page. Any separate excellence they may have had is destroyed in the visual cacophany.

The shortcomings of this posthumous book are disturbing, especially when one compares it with Edward Hyams's other work. Let us remember him by his masterly works such as *The Changing Face of England* (*Britain* in the 1977 Paladin edition) and hope that this expensively-priced mistake passes into early oblivion.

Life in the wild

R. C. Vernon

The Tiger. By Jennifer Justice. The Kangeroo. By Anita Townsend. The Penguin. and The Beaver. Both by Angela Sheehan.
Angus and Robertson £1.95 each.

Attracted by the colourful bindings a child is likely to pick up any one of these books, after which his interest will be held by the bright and accurate drawings and the well-written text in the form of a story.

A young teacher friend of mine who showed these books to her class noted this favourable reaction and remarked that the presentation of a life history as a story "and not just a mass of facts" very much appealed to the children.

The Royal Institution Christmas Lectures in 1952 yielded a book by Dr F. Sherwood Taylor which has been in understandable demand ever since. Now a paper back version of *An Illustrated History of Science* (Heinemann Educational £2.50) makes this outstanding work even more widely available. Much has happened in the last quarter of a century, but nothing that has changed the quality of this story so well explained in words and pictures.

The life histories of the animals concerned make no attempt to present nature as something other than the reality of an existence in the wild where danger lurks round the corner. Because of the manner in which it is written the children accept the fact that nature is not all pretty young animals gambolling in the sunshine. The nature of the habitats is well conveyed both by the text and the excellent large drawings.

Without realising it, any young person will learn much sound biology from these books, and the budding naturalist will have his or her interest stimulated by the ten pages of information on the particular animal at the end of the story text in each book.

A healthier colour

CHRISTOPHER GRIFFIN-BEALE reports on the ILEA television service

This year has been perhaps the most momentous in the history of the Inner London Education Authority's educational television service, still the largest such schools operation in the UK. Not only has it finally abandoned its cable network in favour of cassette distribution—leaving Plymouth with the only surviving educational cable service—but it has withstood the threat of total extinction as part of the educational cuts.

If videocassettes had been available in the late 1960s when ILEA established its television service, it is questionable whether they would ever have invested in cable at all. With cable, teachers are as much at the mercy of programme schedules as with national broadcast television. Indeed most schools were already recording from BBC, ITV or ILEA—on their own VTRs for subsequent use. This made the cable network, for which Post Office charges rose steeply each year, a very expensive method of connecting videotape machines.

ILEA was looking for savings, particularly as pressure increased to convert the monochrome service to colour. As more pupils were watching colour at home, monochrome pictures at school lost impact. What made a decision urgent, was that the generation of large Decca monitors, installed when ILEA launched the cable, all needed replacing.

However, with the abandonment of cable and the old monitors, ILEA wisely decided not simply to give schools the new equipment free. Each school was given a free aerial to receive BBC and ITV programmes which had formerly arrived down the cable. But schools had to make the commitment to purchase an approved colour set and—if they wanted access to ILEA's own output—an approved VHS videocassette recorder.

Although there had been fears that ILEA's television output would be at a disadvantage compared with the BBC and ITV programmes which schools could simply switch on—particularly primary schools on low budgets and unaccustomed to VTRs—the response was excellent. Within a few weeks of the changeover, some 75 per cent of ILEA schools had purchased recorders and had ordered some 5,000 cassettes, representing some 20,000 programme copies.

Yet only a few weeks later, an internal proposal for economy cuts prepared by Authority officers suggested the service's complete closure. Although it would have yielded the single biggest saving in the list, £750,000, it would have irreparably wasted all the capital investment in equipment and staff.

Energetic campaigns to reprieve the service were mounted by the ETV unit and because ILEA schools now had to demonstrate their financial commitment to TV, the service had powerful evidence of practical support and the schools had their own investments to lose. It wasn't a matter of contrasting an expensive central service against penurious schools: many of those schools had now devoted scarce capitation to facilities to use ILEA TV.

The relevant ILEA committee, Staff and General, agreed last month to remove the service from the list of cuts, but on condition it increased its own income from various sources, including an increase in the annual hire charge to ILEA schools from £1 to £5 per cassette, still nominal. Two existing external revenue sources that could be tapped further are sales of ILEA programmes to outside bodies—yielding some £50,000 this year—and co-production deals on specific projects, with bodies such as the Health Education Council. Existing educational TV units could well be among the independent producers guaranteed access to the new fourth channel. Even though the channel's educational emphasis will be on non-institutional provision, ILEA's production expertise could still make a prominent contribution. Finally, ILEA could exploit its Battersea studio facilities, which would be the envy of many commercial TV facilities companies. However, it is looking rather to a long-term arrangement to share with other non-commercial bodies, some of whom made approaches when it seemed the studio centre might become redundant.

ILEA's television service has emerged from the fire well-placed to meet these challenges. Resentment had been mounting within ETV staff ever since the service had been integrated with other media production as part of the Learning Materials Service and brought under the wing of ILEA's general educational technology policy. A general sense of downgrading was compounded by simultaneous economic pressures which forced substantial cutbacks in production.

Looking to the future, as one ILEA politician observed, if the television staff can make programmes as effectively as they waged the political campaign for their own survival, they should have few problems.

Self awareness and careers choices

by Alun Butler

Work: Part 3
Schools Council Careers Education and Guidance Project:
Seven booklets in packs of 10 copies. £3 each pack. Teachers' Guide, £2. Teachers' reference set, £4. Longman, Harlow, Essex.

Careers education must be more than a matter of helping pupils to find jobs. Positive people take charge of their lives and their environment; reactive people are passive or even negative. The aim of this course is stated unequivocally in the introduction: "To help pupils to be more in control of their lives as they become workers and adults". It is a stirring message, and a political one.

The teachers and careers officers who identify with this approach have followed with interest the development of the Schools Council Careers Education and Guidance Project. *Work Part 1* (framework) was published two years ago. It focuses on self awareness and decision making. *Work Part 2* aims to help pupils develop greater understanding of, and influence over, the ways in which work shapes their lives now and in the future. This was published twelve months ago.

Work Part 3 is the long-awaited fifth-year material which aims to help pupils develop the skills for coping with the transition from school to sixth form, to work, or to further education. Two years later than delivered by the project team, the material is only slightly less challenging than if it had been published in 1977. It is tempting to speculate whether the published material is as originally submitted by the writers: it is in part more subdued in tone than the teacher's notes promise.

Teachers who look for instructional material will not be pleased with this publication. The materials do not follow a classic approach: there is no systematic analysis of problems. Instead, pupils are helped to make up their own minds. It could almost be said that the pupils are the real materials and the booklets more thought starters. The presentation is not one which all adults can access encouraging, as it does, pupils to seek out their own information.

The starting point is the classroom, but pupils are invited to question and to discover for themselves. The training implications are clear, and teachers and administrators may well wish to look to their in-service training programmes. Support can be obtained from the Schools Council Dissemination Project, National Institute for Careers Education and Counselling, Hatfield Polytechnic, Bayfordbury, Hertford.

Work Part 3 was created for fifth-year pupils, but it could also be used with fourth years. It would be a mistake to regard their materials as a full work pack. *Part 3* answers specific concerns of fifth-year pupils, but *Part 2* could be used in support. "Unemployed" from *Part 2* could, for example, be used alongside "Job Market" from *Part 3*.

The still unpublished *Job Search* materials complement both, and teachers and careers officers who used *Job Search* in trial form two years ago look forward to its eventual publication. The work materials do not provide information: they point directions for pupils and establish teachers as sources for reference. Nor do they push particular skills. The booklet on interviews does not give a list of dos and don'ts but relies on the teacher to think about communication skills.

There are seven handy sized booklets in *Work Part 3*,—Changes, Leaving or Staying On, The Job Market, Job Information, Interviews, Job Satisfaction and Getting Off to a Good Start. All the booklets emphasize that careers education is more concerned with process than content. Job Information, for example, does not give specific job information. It is based on the viewpoint that information is only relevant if one can identify with it, and concentrates on encouraging the right questions rather than giving specific answers. Jobs will differ depending on the perspective of the observer, and this booklet helps pupils to look behind the advertisements and brochures.

These materials are a stimulating resource for careers guidance practitioners. They are broad based enough for teachers to select sections to suit their own style. Used sensitively they will promote understanding in young people about the world of work, and enable them to develop the skills needed to manage change.

Employ yourself creatively

Two new packs designed to help young people learn to create jobs have been produced by Dr Tony Gibson of the Education for Neighbourhood Change Unit at Nottingham University.

The titles are Production Line and Work Part Built and within the overall aims of flexibility community groups and the young unemployed to create cooperative employment for themselves the author is particularly interested in "releasing the skills and judgment of the 16s and 17s".

Incorporating tactile and visual features (cards and models), the material is intended to assist with such problems as deciding priorities and learning to use a telephone.

Until February 15 both packs are on special offer to youth employment schemes, community groups and education projects.

Further information from: Inter action Imprint, 15 Wilkin Street, London NW5.

People count

The Office of Population Censuses and Surveys has produced a wall chart, based on the 1971 census.

The chart, which is intended for use in O level and CSE courses in geography, history, and computer and social studies, shows how a census is taken and processed.

Further information from: the Census Information Unit, Office of Population Censuses and Surveys, St Catherines House, 10 Kingsway, London WC2B 6JP.

Muted revelations

by Neil Philip

The Stone Book Quartet
by Alan Garner. Read by the author
Argo Records.

Alan Garner's *Stone Book* quartet is as difficult, and as easy, as the verse of Hopkins to read aloud. Refined, clipped, concentrated, bare of padding yet uncontrived, the prose chooses its own rhythms, dictates its own stresses. Get one word wrong and you are sunk.

The appearance of these records, read by the author, is therefore a matter for celebration. They are not perfect, but they provide a guide to the rich texture of the writing, an insight into Garner's own attitude to the texts, and an authoritative way into the books. They are brilliantly conceived and faultlessly executed children's books of our time, for the non or reluctant reader.

It is hard to find a declamatory style which will do justice to the books' simplicity and yet retain their intense meaningfulness. Occasionally one feels Garner going to convey in intonation the stories' inner pattern and momentarily losing his grip on the easy, unforced narrative line. Occasionally, too, intonation narrows the texts, shearing off possible meanings.

In his superb rendering of the end of *Tom Fobble's Day* Garner manages to retain the senses of "possess" and "acknowledge" in his reading of the word "own", but elsewhere he is less successful. When Mary "knew the pattern of (her father's) ploughing better than the sandstone" he communicates only familiarity, and not the shock of recognition; when Uncle Charlie tells Robert "You want craft and masterness in you", "want" signifies merely a universal need rather than an individual lack.

Listening to the books read does alter our perception of them. The sub-theme of social unrest is sounded much more strongly, and the relationships between, for instance Uncle Charlie and Faddock Allman in the *Aimer Gate* and Joseph and Damper Latham in *Granny Reardun* take on vivid life. The public medium of the gramophone is sympathetic to these strands. Some moments of quiet revelation, however, are muted in effect. In what the quartet has to say privately to speak out loud

Not all of the recordings are an equal standard. Garner seems to become more assured as the sequence progresses, and the best, *Fobble's Day*, is much the finest of the four records. *The Stone Book* itself, the first of the four, is satisfactory, and would have fitted from a complete reading by Garner sounds ill at ease, as if reading someone else's words.

Happily, he makes no attempt to fake an accent (except in the dialogue, when his voice slides into Cheshire seemingly without effort) and his cultured tones add an authoritative tinge to the books' complex dramatic texture. There are no melodramatics, yet there is no slackness: these records we have not a dramatic rendering nor a literal story, but simply an attentive, sensitive vocal rendition of a literary text. Textual changes are few and unimportant.

No sound effects are added: the readings are preferable unadorned. Occasionally, too, intonation narrows the texts, shearing off possible meanings.

Garner has now dispensed with the services of a string quartet, filling the scripts with the natural music of the texts rather than the imposed music of records, for broadcasting on schools radio on January 17 and three succeeding Thursdays. The omission of time and form has required a radical re-writing, the results should prove interesting.

Although the books are admirably suited to be read and savoured in quiet, records and radio plays will be welcomed, as extensions of the printed texts, in a way in which films could not be. These films are images of the mind, and do not be realized visually without damaging the books' spirit. In this case, the spoken word is the key to the imagination where the eye's image (barring the occasional exquisite etching) would be a bridle on it.

In cloud-carriage land

by Marion Glastonbury

Musical Storiensettes
A. *The Blue Anchor. The Dragon's Song*
B. *The Earth People. Cloudland Adventure*
£5 plus postage to reach set.
Dodekorion Partnership, 57 St Denys Road, Portswood, Southampton.

From the invention of printing to the evolution of the silicon chip, most new systems of communication have needed high capital investment and favoured mass production. The prohibitive cost of the apparatus has hitherto come between the proselytizing idealist and the public he hopes to reach. However, in our global village, the recent dissemination of cheap audio equipment means that amateurs can afford microphones; minorities can become vocal. For the price of a tape recorder and a few accessories, you too can launch a cassette.

The Dodekorion Partnership, whose slogan is "Technology for People" seeks to release children from the stultifying effects of admass spoon-feeding with Instant Disney Whip. They offer as an alternative a collaborative exercise, a form of narrative without a hero, without a plot and almost without dialogue, in which the listener is invited to explore four imaginary landscapes. Entering a tuned "bright with yellow", glowing with red" or "pulsing with blue" light, we discover a world of sunny make-believe, inhabited by gnomes, dwarves, elves, merpeople, goats, a phoenix and other mixed, fabulous fauna and faerie-folk who sing and dance in greeting.

To travel and thus to arrive scarcely constitutes a story, since the vehicles include boats, a horse, a cloud-carriage and a cockle, and our hosts are, as ecstatically welcoming. An Icelandic musical accompaniment does its electronic best for bubbles, streams and rustling leaves. Clear, sweet, soothing tones of the storyteller soon lull the listener nodding as, gently as daffodil, but children rise boisterously to the strain of song and beauty, the tempo calm joy and unmitigated excitement. Urged to be happy by Joyce Grenfell's nursery governess longed for space-rockets and jets and began machine-gunning each other. "All right. Sidney shall be a cauliflower—only I shall be a cauliflower—only gently . . ."

This well-intentioned experiment deserves parody because it ignores the real needs and nature of children, and is, in its impeccably neutral way, as synthetic as the commercial products it wishes to supplant.

After each fantasy-journey children are retracked and we are delivered as by a reliable nanny to our doorstep, told to open our eyes and watch our for miracles. Who knows, perhaps if you listen carefully, you will hear the people next door talking to each other, flowers talking to each other, the whole world too? The emergence of plants is not to everyone's taste. Lewis Carroll's Alice put it succinctly by whispering "I'll pick you if you don't hold your tongues." "There's right", said the Tiger-lily, "the daisies are worst of all." "The daisies are worst of all," said one speaks, they all begin to talk, and it's enough to make one sick to hear the way they go on."

Briefings

OU and FE

Religion (Sunday, 13.15 LWT)
"Where do young British blacks stand politically?" This programme looks at their low level of support for white political parties and at the self-help organizations they set up.

The World About Us (Sunday, 19.50 BBC 1)
David Attenborough embarks on a subterranean journey with the aid of special camera techniques. "The Underground Movement" travels down a mole-tunnel, examining some remote excavations and spying on different species as they go about their business beneath the surface.

Icons for Le Vif (Sunday, 14.30. Wednesday, 23.00 VHF4)
The second of three holiday revision programmes linking parts one and two of this second-year French course.

Working with Health (Sunday, 11.20 VHF4)
How can important information be gathered without apparent intrusion? Doctors and health authorities discuss the principles which guide them when talking to couples about health in pregnancy and after birth.

Principles of Counselling (Sunday, 16.30 VHF4)

In "Power and Responsibility" counsellors learn how to develop the sensitivity which prevents them from manipulating their clients or making them over dependent.

World Powers in the Twentieth Century (Sunday, 17.30 VHF4)
Students, teachers and examiners discuss problems faced by learners this year and advice given by students of last year.

General Interest

John Everett Millais (Sunday, 21.50 BBC 2)
A documentary film portrait of the artist to celebrate the one hundred and fiftieth anniversary of his birth.

The Royal Institution Christmas Lectures (Monday, 17.40. Tuesday, 17.55. Wednesday, 17.25. Thursday, 18.00. Friday, 17.55 BBC2)
Professor Eric Rogers, of Princeton and the Nuffield Foundation, has chosen "Atoms for Enquiring Minds" as this year's topic. His talks are illustrated with unusual and entertaining experiments.

The World About Us (Monday, 20.25 BBC 2)
The nine hundredth anniversary of the founding of the New Forest is celebrated with a plea for its preservation. Although flora and fauna survive, the threat from industry, transport and leisure activities is growing.

The Hermitage (Thursday, 21.00 BBC 2)
The first major documentary film to be made in Leningrad's famous museum. Peter Ustinov and Natalie Wood tell the story of the building and inspect priceless works of art.

Up a Gum Tree (Friday, 19.00 BBC 2)
"The present from Gondwanaland" traces how Australia drifted away from the continent to rest in biological isolation, then reveals the secrets of the gum tree's success.

ETV

Icons for linguists

BRIAN HILL previews language programmes for the Spring term

In the spring term BBC and ITV will be broadcasting about 150 programmes to support the teaching of languages. Many of the series are already familiar—*Treffpunkt*, *La Parole aux Jeunes*, *Sur la Vil*—while others are new.

Things get off to a dramatic start with Harold Wilson explaining how his knowledge of Russian helped him to escape from a Russian prison, in a programme called "Red Letter Puzzle" (January 9, 19.35 BBC 2). This is designed as an introduction to the Russian language teaching series and also includes a quiz for our Olympic athletes, a number of interviews by Magnus Magnusson with famous personalities who explain why they need to speak Russian, and film of students at Leith Academy, which produces 20 per cent of our O level Russian passes.

The Russian Language and People (Mondays, 22.20 BBC 2, Wednesdays 12.05, Sundays 10.55 BBC 1) starts the following week. It is a considerable achievement that the programmes are being broadcast at all, since the production team had to face countless frustrations and delays filming in Russia. A notable feature is the use of Rover, the BBC's election computer (now rechristened Icon) to help teach the alphabet in a form which is both effective and palatable.

A great deal of thought has gone into overcoming the first big obstacle which faces Russian learners and the producers are confident that after five programmes the Russian alphabet will have been mastered. Other special ingredients are the use of photographs of familiar signs, a plethora of interviews with ordinary Russians, a documentary spot giving information on daily life in Russia and a specially written drama story. The emphasis will be on understanding the language in both its written and spoken forms.

Another black mark, for BBC publications; they're unable to get the accompanying book out in time for the start of the series. I understand that in mitigation a 288-page duplicated summary of the first five chapters will be available free of charge from BBC TV, Wood Lane, London. If a large stamped addressed envelope is enclosed.

This sort of trouble with publications does not seem to affect ITV language series. Thames are committing a considerable percentage of their resources to languages. The *French Programme* with its short two-programme units is now firmly established and a companion German series, *Wie sagt man?* is being planned for next year. The notes for ITV series are frequently revised, the audio-visual pack containing a

Tatyana Vedeneeva, from "The Russian Language and People."

sound cassette, 30 coloured slides and other support material is available for £8, and all ITV's language programmes can be purchased on videotape from Forum Ltd.

Bric à brac, (Thursdays 10.26 ITV) in which a team of young composers and performers entertain a studio audience with sketches and songs, starts the term. This is followed by an eagerly awaited unit called *Action-Télé* which illustrates, in visual terms, the graded syllabus for improving communicative competence which has been developed by Mike Buckby at York University and will be published in book form by Nelson in March.

Many of the new programmes on schools' radio are at sixth form level. *Voix de France* starts with a feature on Jean Cocteau (January 15, 9.15). Several experts give their opinion on his importance and the sphynx scene from *La Machine Infernale* is dramatized. In the second programme on radiovision *La France c'est inconnu* the action darts around all over the country pointing to little known corners and giving some fascinating insights.

The highlight of the term, however, is likely to be a programme about how attitudes to the Germans have changed. In *Scènes Boches* (February 12 and 19) young and old French people state their confidence in Germany and suggest that the old hostility is completely dead.

Austria often appears on A level exam papers and this is reflected in the *Deutsch für die Oberstufe* series. On February 5 at 9.35 a programme looks at the development of the country this century and examines its importance in contemporary Europe.

An interesting radiovision programme for younger students is *Nürnberg in Bild und Farbe* (January 28, 10.45) from the *Da Sind wir* wieder series. This uses the same filmstrip as the *Hier doch mal zu* series, but, in the interests of economy, provides an entirely different commentary. The pictures are excellent and the text gives 13 to 15-year-olds plenty of practice in aural comprehension. This skill is also central to another programme in the same series. Called *Hören Sie gut zu* (March 17) it systematically builds up understanding from a sentence through to a paragraph and finally to a full story.

For younger children studying French, the *Programme Varié* (January 15, 10.45) in the *La France aujourd'hui* series should provide some fun. Based on quizzes and guessing games, all sorts of participation exercises have been devised to involve listeners in an active way. The other programmes in the series set out to use dramatized scenes to provide up-to-date information on France. *Les autobus et le métro* which explains how to get about in Paris, and *Un fait son marché* (February 5) which focuses on shopping habits, are two which offer plenty of talking points.

On FE radio there are two sets of new programmes. *Kein Problem* (Sundays 14.00, Fridays 23.00, VHF 4) contains interviews with a variety of Germans on aspects of their daily life. It is designed as a third stage series, but has ample material of relevance to the lower fourth form. *Por Aoui* (Sundays 14.00, Fridays 23.00 VHF 4) also uses interviews with Spaniards to teach Spanish, but these are pitched at a slightly lower level and interspersed with exercises which work very well in a language laboratory. Teacher's notes giving concrete suggestions for using both of these series are available from The Language Centre, Brighton Polytechnic, Falmer. Notes for "Kein Problem" cost £1.20 and for "Por Aqui", £1.60.

ATV

How hard to be a child

by Anne Barnes

"The year of the child", now we are at the end of it, is no longer an appealing phrase. Many of us now regard it with suspicion, for it has become a sort of protective umbrella title beneath which the media has assembled all sorts of shoddy offerings.

The four programmes presented by ATV under this title were not all shoddy, but they did not add up to much. The main point seemed to be that it is hard being a child—some you win and some you do not. The first programme, *A Chance for Thomas*, was the best. It described the dilemma of a 13-year-old African boy who leaves his poor home in Kenya to go to Nairobi in search of an education. It was at moments very moving, simply because of the remarkable natural acting of Thomas himself and the way his face expressed each shade of emotion. When he gets to the big city he falls in with other boys in the same position, lives with them in a shanty town outside Nairobi, hunts with them, gambles, and shares his clothes with them.

Still yearning for education he turns up at the Starehe Boys Centre where, after exhaustive questioning, examining, researching into his background, he is seen climbing into the school uniform. The programme appears to be ending with a blaze of brass bands, smartly dressed boys and happy faces, but suddenly this changes. Thomas, we are told, is now in a corrective home—he has been unable to cast off the habit of gambling which he picked up in the streets. Success has its reversals.

This point arose again in the second programme, which gave a rather confused account of an experiment at the University of Washington, Seattle, whereby children of exceptional academic ability are admitted to university between the ages of 10 and 15. Although specially supervised, they do the same work, on the same terms as the other students. Why? What effect does this have on their emotional development? How does it affect their family life? Can they cope? The programme set out conscientiously and heavily to tackle these questions.

Sometimes confusingly, and with a lot of heavily meaningful photography, it hopped from home to campus and back as it tried to document the lives these whizz kids lived. Again, the ups were carefully balanced against the downs. For one astonishingly composed girl the system was a radiant success, but for a smallish 14-year-old boy it was a failure. He could not cope, and returned to ordinary school. Neither case received quite enough attention to emerge significantly from the jungle of cameravork. By the end the individual children seemed unreal and the idea somehow unimportant.

The following week we were given an insight into the life of a Turkish boy living in Germany. It was a particularly clumsy half hour, based on the idea of the boy seeking out his own culture by taking photographs of various events in the life of the Turkish community. There were long photographic raids on a Turkish wedding and a ceremony in a mosque—all done very boringly. The main point, that the boy himself was seeking out his cultural heritage, was laboured, and the film as a whole was more like the product of a CSE cine course than a programme expecting an adult audience.

The last programme described the day in the life of a South American orphan when she was collected by the woman who adopts her and flown to Pennsylvania. Most of the film was about the orphanage. There were lots of bewildered children, and long emotional scenes in which proud adoptive parents were handed sparkling new babies. The background was so badly explained that it was hard to feel involved and, as with the other programmes in the series, there was a sense of distance which seemed to be not so much detachment as indifference. "Let's make the ages 10 and 15, although . . . *a caring programme*", someone had said. "Now, what's in the caring file?" "Ah, third world orphans, Nairobi ragazzi, Turkish immigrants and exceptionally gifted children. A lot of pretentious camera shots and a pedestrian commentary, and that will do nicely on the other channel while the BBC are showing *Panorama*."

Film

A little bit of butter

by Victoria Neumark

Nature's Miracle
16mm, colour, sound, free hire
Butter Information Council, The Pastiles House, 2 Neville Street, Tunbridge Wells, Kent.

"Oh, I *do* like a little bit of butter to my bread!" remarked A. A. Milne's King, desperate to complete the Royal Breakfast. Goering, guns and polyunsaturated fats aside, butter has been celebrated many a time in literature, from the March Hare to the Biblical Jael who brought her victim "butter in a lordly dish" to lull him into happy dreams, but this is the first film in which butter is the star.

Aimed at the junior/middle age group; the film sets out to show the complete energy cycle which culminates in hot buttered toast. To this end, the pious intent of the commentator take us, with the aid of appropriate music, through the world of sports championships—notable consumers of energy—back to the soft focus of gently pasturing cows.

The film is almost Hindu in its reverence for the cow from whom all blessings, or in one record case, 36,000 pints of milk a year, flow. Indeed, a large part of the footage is taken up with shots of cows chewing the cud, and cows stepping sinuously on to the platforms of a rotary milk parlour, a device enabling one man to milk 2,000 cows.

Possibly because of the target age group, no mention is made of how the grass which we see being torn up by cows' mouths itself has processed the sun's light into energy, and more seriously, no explanation beyond a cryptic reference to chewing the cud is given of how cows convert their food into milk.

Since the space which might have been used to touch on photosynthesis and biology is instead taken up with images of people crunching their morning toast, it is hard to escape the feeling that the film is no more than advertising for its product. None the less, the commentary's emphasis on nutritional values is accurate and easy to comprehend, and the explanation of how butter is produced from milk is smoothly digested.

Butter-making methods in use at the turn of the century—a hand-turned centrifuge for separating milk and a hand-worked churn—are shown as the prototypes of the great whirling space-age machines in the factories, which are thus effectively demystified. Most fascinating of all, perhaps, is the continuous butter-maker which squeezes out a thick ribbon of butter all ready to be lopped off into packageable pats.

As the butter leaves the factory, on its way, presumably, to grace the table of an Olympic runner, the viewer is reminded once more of the gentle cow without whom the vast tracts of grassland on the earth would go to waste.

The makers of the film might learn from Lewis Carroll's Carpenter who remarked on the Walrus' and the Carpenter's "The butter's spread too thick!" A little goes a long way.

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TALKBACK

The future—or what's left of it

John Richard

Good evening, colleagues. I'm glad to see that as many as seven of my staff are able to stay after 3.30 for our termly staff meeting.

Things are not quite what they used to be. As you will know, since the last withdrawal of professional goodwill many of our senior members of staff have found themselves burdened with onerous family commitments like shopping, cooking and collecting their children from the Infant School.

Some of our staff are undertaking extra-curricula duties. For example, Mr Ham, our Head of Drama is taking a party of fourth years to see "Rip Off", and Miss Bedworthy, our Head of Sex Education, has had to leave early as she is on work experience tonight. Therefore it is especially pleasing to me to see seven young probationary teachers here at their first staff meeting. After all, ladies and gentlemen, the future of education in this country, or what little remains of it, is in your hands.

I have to report to you on the recent meeting of secondary heads with the Chief Education Officer, which was all about next year's budget, and on the action I have decided upon as a result of that meeting. The CEO was his usual jovial self throughout the meeting. He began by suggesting that the recent visit to this country by Chairman Hua was really to instruct the Cabinet in an ancient Chinese method of annihilation known as the death of a thousand cuts.

Well, that was the sensible part of his message. He went on to suggest some pretty lunatic ideas. For example, he thinks the Heads of Year, Senior Teachers, Deputies and I should all teach more than we do. Work it out for yourselves, ladies and gentlemen. If we do that who is going to check registers, arrange cover for absent colleagues, keep the record of house points and answer the telephone?

The next body blow was over staffing for next year. It seems that we are to take cuts in staffing when the roll falls. That seems most unreasonable to me and I told him so in no uncertain terms. "There won't be any less work with fewer pupils", I said. "There's still a curriculum to run", I told him.

I must say he was pretty unpleasant about it. He told me that he remembered clearly how loudly I had protested at being given extra staff when the roll was increasing. That's nonsense, of course. If he had bothered to look up his records he would have seen that if I have been consistent in anything as a Head Teacher it is in asking every year for more resources of all kinds than I was entitled to.

Apparently our allowance for books and stationery is to be halved next year. This is not as serious as I had at first feared, and I have been able to map out some strategies for dealing with this and other cuts.

I plan to issue all our first year pupils with slates. We are forever being told by leading industrialists that educational standards were much higher 50 years ago than they are today, so perhaps the reintroduction of some of the basic equipment in use in schools then will lead to improvements in our pupils.

In the light of what people in industry and government have been saying about the remoteness of schools from the realities of the business and engineering worlds, I am proposing to send all our dissident fourth and fifth year pupils to local firms for work experience on a permanent basis. This will allow senior members of staff more time for administration and should effect considerable savings in terms of paper, books, canes and repairs to the toilets. What it will do for industry only time will tell.

As you all know, some of our sixth form groups are uneconomic—in fact, a number of them (taught largely by the deputy heads and myself) are entirely fictitious.

You will have read in the newspapers that the price of school meals is to be increased while the quality is to be reduced. This presents us with another golden opportunity which you will be pleased to hear I have grasped with both hands.

Cook and I have invited a private contractor—Jack's Snacks—to provide pie and mash and similar delicacies daily at a price that will net a handsome profit for the school. This money, together with the profits from the three one-armed bandits in the sixth form common room and from the fund-raising efforts of parents, will put the staff social club on a sound footing.

I think you must realize that the planning of these operations has called for great skill and considerable energy from your more senior colleagues under my leadership. The new measures and others introduced by our Education Office and the Government have caused me to create seven new posts of responsibility. We shall need a Health and Safety at Work Officer, a Director of Energy Conservation, a Teacher Governor, a Treasurer for the Staff Social Club, a Supervisor of Work Experience and a Director of Curriculum Planning.

When all these measures I have outlined come into force there will be very little left of the curriculum. This last post will therefore not be onerous, so I am removing these duties from the Deputy Head (Curriculum) who will in future be known as the Deputy Head (Early Retirement).

There will be no extra pay for these posts but they will provide valuable administrative experience—the most important single factor in gaining rapid promotion. Since you have all shown a high degree of commitment in being here at all, I propose to appoint you to these positions and will put up a list on the staffroom notice board tomorrow.

Now, colleagues, there seems little to discuss or question in what I have said. As it is now 3.50 I propose to let you go home to your preparation and marking. You are the lucky ones. I have to play a boring nine holes with the district HMI.

A four-day timetable?

Michael Brennan

DATE: 1980. After much discussion about timetabling it was decided last year to introduce the four-day timetable to Liversedge School. What follows is a conversation overheard between one of the brighter pupils and the Deputy Head.

PUPIL: Please Sir, I'm lost.
DH: How do you mean you're lost?
PUPIL: I don't know where I should be Sir.
DH: Well it's quite simple lad, this week Monday is Thursday. What do you normally have, third lesson on Thursday?
PUPIL: PE Sir, sometimes, and sometimes drama.
DH: Well, what's the problem?
PUPIL: Well Sir, I know that today is Monday but really Thursday, but I don't know whether it's a drama Thursday or a PE Thursday.
DH: Well work it out lad. What was it last Thursday?
PUPIL: Please Sir last Thursday was Tuesday.
DH: Don't be funny with me lad, you know what I mean. The last time this happened did you do PE or drama?
PUPIL: You mean last Tuesday Sir? I went to PE Sir, but I didn't do it.
DH: Why not?
PUPIL: Mr Jones wouldn't let me play football in my tights Sir.
DH: Have you seen Mr Jones today?
PUPIL: Yes Sir.
DH: Well, what does he say?
PUPIL: He says he's given up trying to work it out, Sir, and if we turn up with kit we can join his swimming group who clash with us.
DH: But we stopped swimming when that group went missing for two days last term.
PUPIL: Don't know anything about that Sir.
DH: Did Mr Jones say anything else?
PUPIL: Something in French I think Sir.
DH (getting desperate as his coffee is getting cold): Come with me and we'll look at the timetable.

There is a 10-minute pause while the DH, using slide rule, calculator and 10-year diary, examines the timetable. He then announces, in triumph:

Right lad, go to the third-year cookery group.
PUPIL: Please Sir, I haven't got any stuff.
DH: OK, go with the woodwork group then.
PUPIL: Please Sir, I haven't got an apron and Mr Brown says we can't do it without an apron.
DH: Look lad. When you came in from the yard where did all of your class go?
PUPIL: The toilet Sir.
DH: Right, go to the toilets and wait for the next bell, then see if you can spot your class in the corridors.
PUPIL: What if I can't Sir?
DH: Well go and ask the headmaster, that should see you through to dinner time.
PUPIL: OK Sir. Please Sir, I've got to go to the hospital tomorrow Sir, so when I come back the next day will it still be Monday or will it be Tuesday?
DH: I don't know lad. Have you asked your form teacher?
PUPIL: Yes Sir.
DH: Well, what did he say?
PUPIL: Please Sir, he says he has enough to do trying to work out his own timetable.
DH: Look, when you meet up with your class at registration ask them whether the day after tomorrow is a Monday or a Tuesday. Some of them will have worked it out by now.
PUPIL: But please Sir, some of them never have a Monday.
DH: What do you mean?
PUPIL: Well, Monday is double English, double Maths and double Games and owt's better than that Sir, so some go straight from Thursday to Tuesday.
DH: Well where do they go?
PUPIL: Please Sir, they just spread out amongst the option groups.
DH: Right, I'll look into that later. In the meantime go back to your form teacher and tell him I said he'd to decide whether or not the day after tomorrow is Monday or Thursday. Whatever he decides, you stick to. OK son? Right, off you go.
PUPIL: Please Sir...
DH: What?
PUPIL: Thank you very much Sir.

Not world enough

David Wright

A major element seems to be missing from Schools Council activities—the quest for a global dimension in the curriculum. Yet there is ample proof, both from within and from outside, that this parochialism is no longer acceptable.

Teachers' unions have accepted the idea of seeking a global perspective. Resolutions by the World Confederation of Teaching Professions have included this line: "We recommend that all teachers should promote the concept of a global community by including in all curriculum development where possible appreciation of diverse cultures, and ensure that one's own training and professional education includes a realisation of the objectives of Education for a Global Community."

But, when one looks for positive action along those lines from the Schools Council, it is difficult to find any action at all.

Governments, as well as unions, have sought this world outlook. Her Majesty's Government signed the Unesco declaration on "Education for International Understanding" back in 1974—yet an extensive hunt through Schools Council publications has failed to reveal even a mention of it. The key sentence in this resolution is: "There should be an international dimension and a global perspective, in education at all levels, and in all its forms."

One cannot have a clearer statement than that. Yet not a single project, from a total of 140-odd, have focused on how this ideal can be achieved in practice. Many teachers throughout the country are seeking to fulfil this objective: why is the Schools Council not helping them? Furthermore, why have many teachers never been told of this resolution?

Will the 1980s be different from the 1970s? First impressions are not encouraging. Admittedly, the full statement of "Guiding Principles and Programmes of Work" (1979) includes the phrase "Developing the curriculum for a changing world". But in *Schools Council News*, No 31 (Autumn 1979) (which summarized the new guidelines), the words "for a changing world" were omitted—one more example of built-in parochialism!

This issue no longer concerns merely a small pressure-group, and a tired yawn is no longer a sufficient response. It involves every curriculum area in a partial rethink. The Schools Council could provide a catalyst to new thinking and to action, as it has done in several other areas. If the council is willing to recognize the inadequacies of its contributions in the past to this dimension of the curriculum, it could, after a new, important, and exciting role for activities in the 1980s. May we look forward to a new initiative?

David Wright teaches at Keswick Hall College of Education, Norwich.

Going orient

V. G. Pierce Jones

If anyone came to visit us t... past, I think they would b... surprised to see how very a... nor to say Japanese, w... become.

Entering the school he... would find classes, eve... school assemblies, with th... squatting geisha-like o... behinds, feet tucked. Fo... ago health officials and ... of the quasi-educational ... would have attacked this fe... unhygienic, indecent, dra... improper. Now it is ... informal, convenient, chang... fidence promoting and a ... to contemplation. (I obse... photographs from troubled ... it is also a favourite way of ... prisoners of war.)

No chairs? Yes, there th... In the corner, stacked ... with attendant samurai (the ... keeper), broom held ... guard them (inscrutable, ... know what he is thinking, ... thinking).

The chairs themselves are ... getically, orientally frail, ... with bamboo-slim tubular ... Why? Because we do not ... for classrooms any more, only ... ing areas, separated Japanese ... by indiscreet screens which ... keep out the winds of change or ... whims either.

Then there are the indoor ... classes, where eyes and ... bent with oriental deference ... electronic circus. Silent ... reverential, the observer fro... past might think we are ... plug some god transistorized ... into plastic.

Of course not all the elec... equipment is Japanese (Taiwan, ... Hong Kongese or Singaporean) ... the whole thing has an oriental ... aspect of Shintoism, that all-... of truth, fetishism and ... which hardly anyone outside ... itself and the resources cease ... explain.

Like the Japanese tourist of ... mid-twentieth century, we are ... spend so many of the school ... watching, recording, rubbernecking, ... observing ready to mimic. Unlike ... loops, schools broadcasts, ... labs, education at the finger ... and singularly not of the keen ... mind.

There is also the replacement ... the boxing-glove by the blad... karate for cricket. Nobody can ... the prosody of Milton, but Bla... is in. Pottery has become de rigu... in craft since the Japs showed ... that work in clay did not ... mean producing teasets in the Bo... Country.

Noh plays (superficially ... bored perhaps!) have encouraged ... towards experimentation in ... and an almost rhetorical respect ... in the current craze for improv... drama (the No-no play?). I ... have it on the best authority ... curtles are strongly recommended ... to school kitchens because they ... a very good source of iron in ... diet. (Did the Spartans eat curtles?)

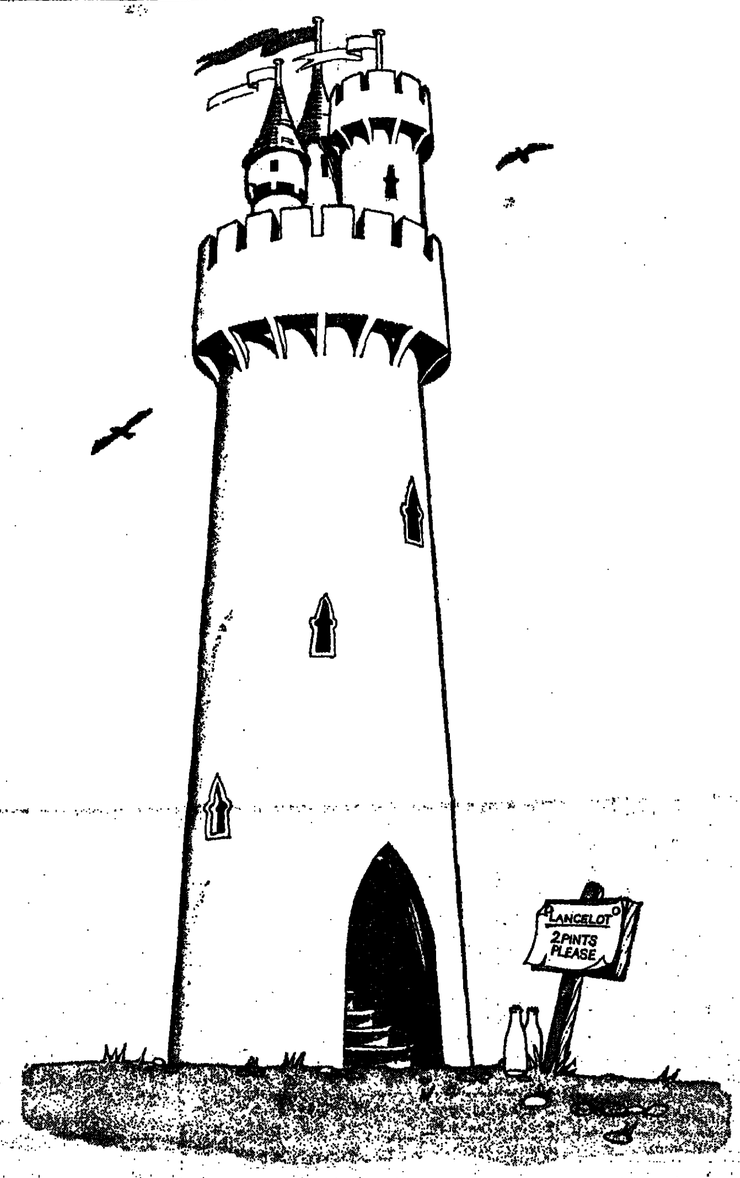
One learns from enemies; ... stimulates education and reno... The Japanese began teaching ... 1942 and the first lesson they ... was that the jungle is green. ... why shouldn't we at least paint ... the blackboard jungle?

Welcome them to the shores ... eyed educators, farewell to the ... cursive Greeks and the ... latins. It is as well they have ... to flight the foolish Milton and ... surgery, pathetic Miss Jones ... and replaced them with an ... that is efficient, functional and ... able in the modern environment.

It is a good job they are so ... to help us save on ... for "unemployment"; after all ... cause of this unemployment is ... likely the stream of robot-made ... goods that steal out of the ... tories without an ... computer or a strain of ... steward.

In our flirtation with the ... dom of the Orient we should ... at the culture not pig ... glow that comes ... the surface these days. ... education in the West should ... become a guilt-ridden ... novelty with a course in Hara-... as a worrying option.

V. G. Pierce Jones is head of ... lish, Hayling Comprehensive S... Hayling Island, Hampshire.



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THE TIMES Educational Supplement

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Primary Education

Headships

NEWHAM
(London Borough of)
NELSON JUNIOR SCHOOL
Nelson Road, London E13 9AS
ROll : 430
Required for January 1980 or as soon as possible thereafter:
HEAD TEACHER, Group 6.
Further details and application forms may be obtained from the undersigned to whom they should be returned by 11th January 1980. Previous applicants need not reapply.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW.

OLDHAM
ST. LUKE'S C.E. AIDED PRIMARY SCHOOL
Chadderton, Oldham
Required for January range 7-11 years.
HEAD TEACHER required in May, 1980, for this lively school in Chadderton. 5-11 years old mixed infant and junior. Committed Christian, Anglican communicant preferred, peopled develop links with Parish Church.
Application form (S.A.E. please) from Director of Education, Town Hall, Chadderton, Oldham, OL9 6PP, to be returned to Rev. J. N. Wain, St. Luke's Vicarage, Cowlishaw Road, Chadderton, Oldham, OL9 9HT by 16th January, 1980.

Other Posts on Scale 2 and above

NEWHAM
(London Borough of)
PARK JUNIOR SCHOOL
Eleanor Road,
London E13 8AD
Head Teacher: Mr. C. W. Hanson
Roll : 385
Required for January 1980, or as soon as possible thereafter :
TEACHER of MATHEMATICS, Scale 2.
Application forms may be obtained from the undersigned to whom they should be returned by 11th January 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW.

NEWHAM
(London Borough of)
MANORBROOK SCHOOL
Capel Road, London, E13
Tel. : 01-471 6247)
Head Teacher: Mr A. Forster
Roll : 760
Required for January 1980 or as soon as possible thereafter :
TEACHER of SCIENCE, Scale 2.
Application forms may be obtained from the undersigned to whom they should be returned by 11th January 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW.

Middle School Educational

Technical Studies

BEDFORDSHIRE
SOUTHERN AREA
LINSLADE MIDDLE SCHOOL
Aylesbury Road, Leighton Buzzard, Beds.
Headmaster: A. F. Webber
HEAD OF CREATIVE CRAFT AND DESIGN
(Scale 3)
Required for April, 1980. Person to lead a team in a broad based design course with the ability to initiate ideas and motivate the remainder of the team. The post requires experience in handling different materials and a thorough knowledge of the design process, including technology.
Previous applicants need apply by letter only.
Further details and application forms are obtainable from and returnable to the Headmaster. (S.A.E. please).
Closing date: 31st January, 1980.

Secondary Education

Remedial Posts

Scale 1 Posts

LONDON
CARDINAL POLE SCHOOL
Hackney Road, London E2
Telephone: 01-739 5179
REMEDIAL Part-time TEACHER (3 days) required in January to teach small groups.
Early visit advisable.

Technical Studies

BEDFORDSHIRE
SOUTHERN AREA
LINSLADE MIDDLE SCHOOL
Aylesbury Road, Leighton Buzzard, Beds.
Headmaster: A. F. Webber
HEAD OF CREATIVE CRAFT AND DESIGN
(Scale 3)
Required for April, 1980. Person to lead a team in a broad based design course with the ability to initiate ideas and motivate the remainder of the team. The post requires experience in handling different materials and a thorough knowledge of the design process, including technology.
Previous applicants need apply by letter only.
Further details and application forms are obtainable from and returnable to the Headmaster. (S.A.E. please).
Closing date: 31st January, 1980.

Domestic Subjects

Scale 1 Posts

MERTON
(London Borough of)
WILLOWS HIGH SCHOOL FOR GIRLS
Central Road, Morden, Surrey SM4 5RR
Headmistress : Miss W. H. Elkin, B.Sc.
Telephone : 01-648 4903
Age Range : 13-18 years.
Number on roll : 670
REQUIRED TEACHER required for January/April 1980. The ability to teach Cookery also would be an advantage. Scale 2 post.
London Allowance £474. Legal expenses up to £500 and assistance towards removal expenses will be considered where appropriate.
Application forms and further particulars of the post are available from the Headmistress at the above address. Please enclose a stamped addressed envelope.
Closing date : As soon as possible.

English

Other Posts on Scale 2 and above

AVON COUNTY
SIR BERNARD LOVELL SCHOOL
Bath Road, Oldland Common, Bristol, BS15 6PS
Required from January or Easter, 1980, a GRADUATE to take charge of the School Library and to teach the subject throughout the age range to CSE and O and A level, possibility of some specialisation in one of these areas.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Quote 410-30-11/79.

Scale 1 Posts

AVON COUNTY
SIR BERNARD LOVELL SCHOOL
Bath Road, Oldland Common, Bristol, BS15 6PS
Required from January, a Graduate TEACHER of ENGLISH to teach throughout the age range to CSE and O and A level, with possibility of some specialisation in one of these areas.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Quote 410-30-11.79.

Geography

Scale 1 Posts

AVON COUNTY
MARLWOOD SCHOOL
Whitfield Lane, Alveston
(Five miles north of M4/M5 interchange)
(11 to 18 Comprehensive) 1,067 on roll
Required from April, TEACHER of Geography, including examination work on School Council 4-5 to 16. Avery Hill Project/C.Y.S.L. Ability to teach suitability either Mathematics or Science or Games for preference is an advantage. Scale 1 post.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees, S.A.E. for further details.
Quote 486-14-19/79.

MERTON
(London Borough of)
EDUCATION COMMITTEE
WILLOWS HIGH SCHOOL FOR GIRLS
Central Road, Morden, Surrey SM4 5RR
Headmistress : Miss W. H. Elkin, B.Sc.
Telephone : 01-648 4903
Age Range : 13-18 years.
Number on roll : 670
REQUIRED TEACHER required for January/April 1980. The ability to teach Cookery also would be an advantage. Scale 2 post.
London Allowance £474. Legal expenses up to £500 and assistance towards removal expenses will be considered where appropriate.
Application forms and further particulars of the post are available from the Headmistress at the above address. Please enclose a stamped addressed envelope.
Closing date : As soon as possible.

NEWHAM
(London Borough of)
ST. ANTONY'S R.C. HIGH SCHOOL
Telephone: 01-472 3811
Head Teacher: Mr. G. Craig
Roll : 767
required as soon as possible :
TEACHER of FRENCH (Scale 1).
Ability to teach German will be an advantage. Preliminary and welcome. Courses to C.S.E. and 'O' and 'A' levels.
Applicant should be practising Catholic.
Application forms may be obtained from the Head Teacher to whom they should be returned by 11th January, 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW.

LONDON
CARDINAL POLE SCHOOL
Hackney Road, London E2
Tel. : 985 5180
Uniform entry mixed: good examination standards
FRENCH and ITALIAN. Part-time TEACHER (three days) required in January for lower and middle school.
An early visit is advisable.

NEWHAM
(London Borough of)
MANORBROOK SCHOOL
Capel Road, London, E13
(Tel. : 01-471 6247)
Head Teacher: Mr A. Forster
Roll : 760
required, as soon as possible, TEACHER of FRENCH (Scale 1).
Ability to teach German will be an advantage. Preliminary and welcome. Courses to C.S.E. and 'O' and 'A' levels.
Applicant should be practising Catholic.
Application forms may be obtained from the Head Teacher to whom they should be returned by 11th January, 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW.

Mathematics

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
WILLOWS HIGH SCHOOL FOR GIRLS
Central Road, Morden, Surrey SM4 5RR
Headmistress: Miss W. H. Elkin, B.Sc.
Tel. : 01-648 4903
Age Range : 13-18 years
Number on roll : 670
Required from January, 1980, a TEACHER of MATHEMATICS to cover the absence of a permanent member of staff on maternity leave. A temporary Scale 2 post is available for a suitable applicant.
London Allowance £474.
Application forms and further particulars of the post are available from the Headmistress at the above address. Please enclose a stamped addressed envelope.
Closing date : As soon as possible.

Scale 1 Posts

HAVERING
(London Borough of)
ABBS COOPER SCHOOL
(Roll 1,050 Co-Ed.)
Abbs Cross Lane, Hornchurch, Essex
TEACHER of MATHEMATICS, Scale 1.
For further details see our display advertisement under secondary vacancies.

HAVERING
(London Borough of)
ABBS COOPER SCHOOL
Abbs Cross Lane, Hornchurch, Essex
Scale 1 post
TEACHER of MATHEMATICS.
For further details see our display advertisement under secondary vacancies.

Modern Languages

Scale 1 Posts

AVON COUNTY
SIR BERNARD LOVELL SCHOOL
North Street, Oldland Common, Bristol
Required from January, TEACHER of MODERN LANGUAGES to take graduate in Modern Languages principally French to teach French to all levels. Second language, especially German or equivalent. Up-to-date knowledge of modern methods of language teaching and of current examination requirements, and experience of Project Oriented Courses.
To take up duties during the first of this year commencing on 7th January, 1980.
Application forms and further particulars of the post are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, P.O. Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD, and on completion, to be returned to the Head Teacher at the school. Closing date : 11th January, 1980.

LIVERPOOL
QUEEN MARY COMPREHENSIVE SCHOOL
Lang Lane, Liverpool, L9 7AF
ASSISTANT SCALE 1/2
BIOLOGY
Required for January, 1980 to teach up to 'O' and 'A' level Biology to C.S.E. Possibility of Physics in the near future. Scale 2 available for a suitably qualified and experienced teacher.
Forms available from (S.A.E.) and returnable to the Headmaster, quoting ref. PEM 5177(b).
Closing date, 8th January, 1980.

WALTHAM FOREST
(London Borough of)
EDUCATION OFFICE
The Borough is within easy access of central London and bordered by Epping Forest. London Allowance in salary payable.
Required for January, 1980 :
LEYTON BOYS' SENIOR HIGH SCHOOL
Essex Road, London E10 6EQ.
Head Teacher: Mr. A. P. Pigott, B.A.
BIOLOGY TEACHER
Scale 1 plus £373 Allowance.
To join a strong department and to teach up to 'A' Level in the Boys' Comprehensive High School (1,200 on roll 11-18 years). Well equipped department.
Application forms (enclose S.A.E.) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 6JP.

Music

Heads of Department

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HILTON HOUSE SCHOOL
(Boys 13), Hylton Road, Sunderland SR5 3QN
HEAD of MUSIC DEPARTMENT
Scale 3
Required for Easter 1980.
A person sought, should be a well qualified and enthusiastic teacher, with wide musical experience who will continue to develop the established musical traditions of the school. The Department has a well equipped suite of rooms, a full range of instruments and a choir. Opportunities exist for a regular basis of performance to the school, parents, friends, string and percussion. Keyboard, singing and guitar tuition are also available. Preliminary and informal discussions may be arranged by appointment with the Headmaster.
Application forms and further particulars may be obtained from the Headmaster at the school address. Please enclose a stamped addressed envelope.
Closing date : 11th January, 1980.

Scale 1 Posts

AVON COUNTY
ST. BERNARD'S CATHOLIC COMPREHENSIVE SCHOOL
Lodge Causeway, Fishponds, Bristol BS16 3RA
Required from January or as soon as possible thereafter TEACHER for TECHNICAL SUBJECTS mainly Woodwork and Metalwork up to O and C.S.E. levels.
An opportunity for an enthusiastic teacher who is in sympathy with the Catholic ethos of the school to make a significant contribution to the development of this new school.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Quote 482-14-13/79.

HAVERING
(London Borough of)
HAVERING COLLEGE
Ardleigh Green Road, Hornchurch, Essex.
TEACHER of TECHNICAL SUBJECTS
Scale 1
For further details see our display advertisement under secondary vacancies.

Science

Other Posts on Scale 2 and above

LIVERPOOL
ASSISTANT SCALE 2 SCIENCE
CROXTETH COMPREHENSIVE SCHOOL
(Mixed) (R.P. School)
Lark Lane, Liverpool L17 4AY
Required for January 1980 or as soon as possible thereafter to teach CHEMISTRY to C.S.E. level and assist in general science in 3rd year classes.
Forms available from and returnable to the Headteacher, quoting ref. 21(6).
Closing date 9 January.

Scale 1 Posts

IRON COUNTY
ARLINGTON SCHOOL
(Boys 11-18)
Tel. No. 6969, Brislington
Required from January, enthusiastic graduate TEACHER of Biology to teach lower school and to assist in the Sixth Form. The School is a well-established Comprehensive, conveniently sited with full details of qualifications, experience and names of two referees.
Closing date: 8th January, 1980.

Technical Studies

Scale 1 Posts

AVON COUNTY
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Lodge Causeway, Fishponds, Bristol BS16 3RA
Required from January or as soon as possible thereafter TEACHER for TECHNICAL SUBJECTS mainly Woodwork and Metalwork up to O and C.S.E. levels.
An opportunity for an enthusiastic teacher who is in sympathy with the Catholic ethos of the school to make a significant contribution to the development of this new school.
Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.
Quote 482-14-13/79.

HAVERING
(London Borough of)
HAVERING COLLEGE
Ardleigh Green Road, Hornchurch, Essex.
TEACHER of TECHNICAL SUBJECTS
Scale 1
For further details see our display advertisement under secondary vacancies.

Deputy Headships Senior Masters/Mistresses

EAST SUSSEX
ST. PANCRAS SCHOOL
St. St. Saviours Road
Hastings-on-Sea
East Sussex
(Mixed Comprehensive)
DEPUTY HEAD TEACHER
Required April, 1980, if free after a special notice. Suitably qualified candidate.
Closing Date 20th February, 1980.
Please send S.A.E. to Head for details and application form.

SHROPSHIRE
EDUCATION COMMITTEE
MERCHIANK SPECIAL SCHOOL
Mill Bank
Ritchley District Centre, Telford.
DEPUTY HEAD TEACHER
Group 4 is required from Easter, 1980.
Applications from and returnable to the Headmaster Mr. Lewington, Tel. : Telford 585666.

Other than by Subject Classification

BOLTON
(Metropolitan Borough)
HEANE HIGH SCHOOL
New York, Bolton
(Co-educational 11 to 16, 920 pupils)
Required from January, 1980, until August, 1980:
TEACHER of ENGLISH
Scale 1. Scale 2 full-time or part-time applications will be considered.
Application forms obtainable from the director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1AW, should be returned to the Head Teacher as soon as possible.

CHESHIRE
BARLEY HOUSE
Kingsley
(Independent Boys' Secondary Boarding School)
Required in April a resident TEACHER of Art and Crafts to MATCH up to 'O' level. Must be prepared to carry out boarding duties and help with games. Fully experienced person required.
Apply in writing giving full details to the Headmaster.

Special Education

Headships

NEWHAM
(London Borough of)
HAZELWOOD INFANT SCHOOL
Hazelwood Road, London E13 0HE
Head Teacher, Mr. C. Early
Roll : 90
Required as soon as possible — Qualified NURSERY TEACHER to work as the second teacher in the Assessment Nursery Unit, attached to the school for physically handicapped and delicate children.
Teacher will be responsible for the day to day running of the nursery creating a normal nursery environment in which an interdisciplinary team will operate led by the senior teacher who has overall responsibility for assessment therapy.
Further information and application forms may be obtained from the Head Teacher (Tel. : 01-472 2211) and should be returned to the undersigned by 11th January, 1980.
London Weighting £474.
Education Offices, Broadway, Stratford, London E15 4BW.

Deputy Headships Senior Masters/ Mistresses

EAST SUSSEX
ST. PANCRAS SCHOOL
St. St. Saviours Road
Hastings-on-Sea
East Sussex
(Mixed Comprehensive)
DEPUTY HEAD TEACHER
Required April, 1980, if free after a special notice. Suitably qualified candidate.
Closing Date 20th February, 1980.
Please send S.A.E. to Head for details and application form.

SHROPSHIRE
EDUCATION COMMITTEE
MERCHIANK SPECIAL SCHOOL
Mill Bank
Ritchley District Centre, Telford.
DEPUTY HEAD TEACHER
Group 4 is required from Easter, 1980.
Applications from and returnable to the Headmaster Mr. Lewington, Tel. : Telford 585666.

Scale 1 Posts

SOUTH DEVON
Residential School for Maladjusted Boys 8 to 13 years. Established 40 boy unit. Small, friendly and organised.
Required for January, Resident Housemistress, married couple or single person.
Accommodation available. Duties include: hygiene meals, games, hobbies, gardening and estate work. Dedicated, homely persons required with an aptitude for directing purposeful, simple, every day pursuits. A homely warm personality with qualified living in accommodation essential. Salary scales N.J.C. with deduction for board and lodging £2446, plus additions for qualifications and experience. School holidays from.
Apply for application form with copies of references, to the Principal, St. Thomas More's School, East Allington, Kingsbridge.

Independent Schools

Headships

CARDIFF
A member of a British University is required to take up the position of PRINCIPAL at RADYR HIGH SCHOOL, Radyr, Cardiff, South Glamorgan, or SLEAFORD HIGH SCHOOL, Sleaford, Lincolnshire.
The Headship will become available during 1981 and is also to the Governors within this Independent Schools' Group of the present incumbents. This is a Group 3 Junior and Senior school with a small sixth form, considerable success has been achieved at both ordinary and advanced levels at the GCE. The successful applicants will be paid the Headteacher's salary (at present £8,010) appointments as Director of Studies.
Please apply to Hay T.E.S. 3638, The Times, for further details and application forms.

By Subject Classification

History

WEST SUSSEX
LANCING COLLEGE
An opportunity for September 1980, preferably with an interest in athletics and outdoor pursuits, for a graduate to teach mainly Sixth Form HISTORY in a large department which has a strong Oxbridge tradition.
Applications to Headmaster with full details of date of birth and names of two referees.

WANTED for January, 1980, boys' independent grammar school, North-East Midlands, young teacher for history and British constitution to London 'A' level. Ability to help with games an advantage. Write, with two referees, Box 328 3697, The Times, W1X 8EZ.

Mathematics

GWENT
ISHTRYNANT SCHOOL
Newport
Please fill expansion appointment.
A GRADUATE to teach MATHEMATICS to 'O' and 'A' level required in September for this growing, co-ed day school. Full details will be founded in September 1980 and a 6th form being year.
Own salary scale.
Details from : Headmaster 85 Stow Hill, NP1 4EA.

Modern Languages

GWENT
ISHTRYNANT SCHOOL
Newport
Please fill expansion appointment.
A GRADUATE to teach FRENCH in 'O' and 'A' level required in September for this growing, co-ed day school. Full details will be founded in September 1980 and a 6th form being year.
Own salary scale.
Details from : Headmaster 85 Stow Hill, NP1 4EA.

Music

MIDDLESEX
HAMPTON SCHOOL
M.C.C., 11 to 18
(850 boys)
Required for September, 1980.
DIRECTOR of MUSIC (Furnham Scale 3 plus Middle London and Hampton allowances). Strong music tradition—orchestra, wind band, choir, instrumental groups, considerable interest in community, specialist music accommodation in new building completed 1978.
Further information available from school. Apply with full curriculum vitae and names of two referees to the Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex TW12 3DD, by January 31st, 1980.

Pastoral

HOUSEMISTRESS preferably with Teaching Qualifications for Girls' Day and Boarding School as from January, Attractive flat. Apply 01-954 after 6 p.m.

Science

Heads of Department

GWENT
ISHTRYNANT SCHOOL
Newport
Please fill expansion appointment.
A GRADUATE to teach MATHEMATICS to 'O' and 'A' level required in September for this growing, co-ed day school. Full details will be founded in September 1980 and a 6th form being year.
Own salary scale.
Details from : Headmaster 85 Stow Hill, NP1 4EA.

WEST SUSSEX
BIVRICS TEACHER required for September 1980 to organise and teach the subject throughout this mixed boarding school (ages 11-18) aged 13 to 18 years. Teaching to G.C.E. 'A' level. Interesting post for someone enthusiastic about a full boarding school commitment. Bachelor accommodation available.
Enquiries from newly qualified candidates would be considered. Apply with C.V. to the Headmaster, Bilsdale College, Silldale, Nr. Arundel, West Sussex.

Other Assistants

BERKSHIRE
ETON COLLEGE
Required for April, 1980
Required for April, 1980, temporary (for one term only) ASSISTANT LIBRARIAN. Applications invited to Mrs. Ashcroft, Eton College, Windsor, Berkshire from whom further details may be obtained.

WEST SUSSEX
BIVRICS TEACHER required for September 1980 to organise and teach the subject throughout this mixed boarding school (ages 11-18) aged 13 to 18 years. Teaching to G.C.E. 'A' level. Interesting post for someone enthusiastic about a full boarding school commitment. Bachelor accommodation available.
Enquiries from newly qualified candidates would be considered. Apply with C.V. to the Headmaster, Bilsdale College, Silldale, Nr. Arundel, West Sussex.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts.
Please quote reference 28/12 on correspondence.

SPECIAL SCHOOLS

MONKTON PRIORS SCHOOL, TAUNTON
(150 pupils. ESN (M))
For September 1980, HEAD for this group 7(S) school, for children with moderate learning difficulties.
Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date 7th January 1980.

AVALON SCHOOL, STREET
(Day Special School, 130 ESN(M) and 35 ESN(S))
Required as soon as possible, TEACHER, Scale 1, pl a special school allowances.
Applications by letter, immediately, to the Head at the School, with curriculum vitae and names of two referees.

PRIMARY HEADSHIPS

ST. ANDREWS C.E. V.C. JUNIOR, BURNHAM ON-SEA
For April 1980, HEAD for this group 5 School.
Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton.
Closin gdate 7th January, 1980.

Unless otherwise stated :—
Closing date is 14 days after the appearance of this advertisement.
For posts in Secondary Schools, applications should be made to the Headteacher of the school concerned, giving full curriculum vitae and quoting two referees.
For posts in Primary Schools forms are available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.
Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped addressed envelope.
This outer London Borough is situated on the eastern side of Central London on the fringe of the Green Belt. There is easy access to Central London.

SECONDARY SCHOOLS

Abbs Cross School (Roll 1,000 Co-ed.)
Abbs Cross Lane, Hornchurch, Essex
Telephone : Hornchurch 40304.
Headteacher: M. McAlpine, B.A.
Required January, 1980

TEACHER OF MATHEMATICS
Scale 1, to teach the subject up to G.C.E. 'O' level and C.S.E. standards.

Sandere Draper School (Roll 967 Co-ed.)
Suttons Lane, Hornchurch, Essex
Telephone : Hornchurch 43068
Headteacher : G. Rogers, B.Sc.
Required as soon as possible

TEACHER OF TECHNICAL SUBJECTS
Scale 1, to join a well-established team in a school with good facilities. Preference will be given to candidates with a strong interest in motor mechanics.

TEACHER OF MATHEMATICS
Scale 1, with an opportunity to work at all levels throughout the school.

PRIMARY SCHOOLS

Ingrebourne J.M. & I. School (Roll 410)
Taunton Road, Harold Hill, Romford RM3 7YT
Required Summer Term, 1980

HEADTEACHER
For this Group 6 J.M. & I. School. There is a scheme for removal expenses.

Havering

Completed application forms to be returned by 7th January, 1980. For further details see our display advertisement under Primary School Headships.
Please ring Romford 65999, ext. 316, for an application form.

HERTFORDSHIRE COUNTY COUNCIL
STEVENAGE DIVISION

SECONDARY STAFFING VACANCIES

There are immediate vacancies in the following subjects :

1. MODERN LANGUAGES—Scale 2 post for a suitably experienced teacher able to offer French and German to O.S.E. and 'O' level.
2. MATHEMATICS—Scale 2 post for experienced teacher. Ability to teach C.S.E. and 'O' level essential. Help with some 'A' level work an advantage.
3. GEOGRAPHY—Scale 2 post available for a teacher able to teach to C.S.E. and 'O' level. Help with Geology to C.S.E. and 'O' level helpful but not essential.
4. MUSIC—Scale 1 post to be Second in Department—post might suit probationer seeking first appointment. Possibility of a Scale 2 post for an experienced teacher.
5. BIOLOGY—Scale 2 post for person able to help with examination groups and to assist with Nuffield Combined Science courses in years 1-3. Interest in Environmental studies an advantage.
6. TECHNICAL DRAWING—Teacher or Instructor for Technical Drawing. Scale 2 post possible for experienced teacher.

The above posts are for full-time teachers, but applications would be welcomed from teachers able to offer part-time work in all or part of the posts described.

Further details are available from the Divisional Education Officer, The Grange, High Street, Stevenage (Tel. 3088). Please ask for the Officer dealing with the vacancies, Mr. M. George.

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The authority would be pleased to receive applications from suitably qualified teachers for Scale 1 posts in the following subjects:

Business Studies
Chemistry
Design & Technology
French
Geography
History
Home Economics
Mathematics
Physics

Posts in the Authority's teaching service carry an Inner London Allowance of £474 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB and you are very welcome to telephone 01-633-2101 (or further details. Please state whether you are seeking a first teaching appointment.

INDEPENDENT
Science
continued

WILTSHIRE
ST. MARY'S SCHOOL,
Calne
required in September, 1980, a CHEMISTRY GRADUATE to teach the subject to Advanced level or University Entrance standard. Modern well-equipped laboratories and strong scientific tradition. Dining hall. Salary 3. Resident or non-resident post.
Apply to the Headmistress with c.v.

Other than by Subject Classification

LONDON
OAKHOUSE LEARNING CENTER
HELP and/or THAI TEACHER required for January, full-time or part-time evenings to work in the senior section of the school. Ability to adapt style with games or extra curricular activities an advantage.
Further details and applications forms available from the Headmaster, Thames Ditton Salary scale. Newgrounding Road, London SE26. Tel. 01-699 2275.

WEST SUSSEX
L.E.A. have vacancies for TRAINED Children and MATRONS requiring posts in Independent Schools. Apply with s.a.e. to the Organising Sec.-retary, Post College, Birmingham.

Preparatory Schools

By Subject Classification

Classics

GWENT
HOUGHTON SCHOOL
(Preparatory Department)
Newport
Phase II expansion appointment. A SPECIALIST CLASSICAL MASTER required for September, preferably a graduate, to teach boys of nine to 13 years of age, mainly in the Senior School, preferably a graduate. Own salary scale.
Details from Headmaster, 85 Stow Hill, NP1 4EA.

English

GWENT
HOUGHTON SCHOOL
(Preparatory Department)
Newport
Phase II expansion appointment. A SPECIALIST ENGLISH MASTER required for September, preferably a graduate, to teach boys of nine to 13 years of age, mainly in the Senior School, preferably a graduate. Own salary scale.
Details from Headmaster, 85 Stow Hill, NP1 4EA.

History

GWENT
HOUGHTON SCHOOL
(Preparatory Department)
Newport
Phase II expansion appointment. A SPECIALIST HISTORY MASTER required for September, preferably a graduate, to teach boys of nine to 13 years of age, mainly in the Senior School, preferably a graduate. Own salary scale.
Details from Headmaster, 85 Stow Hill, NP1 4EA.

Mathematics

GWENT
HOUGHTON SCHOOL
(Preparatory Department)
Newport
Phase II expansion appointment. A SPECIALIST in MATHEMATICS required for September, preferably a graduate, to teach boys of nine to 13 years of age, mainly in the Senior School. Own salary scale.
Details from Headmaster, 85 Stow Hill, NP1 4EA.

Other than by Subject Classification

BUCKINGHAMSHIRE
ASHLEY WOOD SCHOOL
(Co-educational day school of 275 pupils)
Required January, 1980, experienced TEACHER for small class of boy-year-old children. Burnham Scale. Supervised introduction.
Apply in writing with curriculum vitae and names of two referees to: The Headmaster, Ashley Wood School, Buckingham MK18 5AE.

SCOTTISH APPOINTMENTS

Applicants for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 5 Royal Terrace, Edinburgh.

ORKNEY ISLANDS COUNCIL
EDUCATION DEPARTMENT
PAPDALE PRIMARY SCHOOL
(Roll 560)

ASSISTANT HEAD TEACHER

Applications are invited for the above post from experienced teachers working in the Upper Primary School. Responsibility payment for the post is £990 and there is an island payment of £312 per annum.

Housing may be available and there is an assisted removal scheme.

Further particulars of the post and form of application can be had from the Director of Education, Council Offices, Kirkwall, Orkney, where the completed forms should be submitted not later than 11th January, 1980.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undernoted posts:

SECONDARY

Teacher of Geography/Modern Studies
Castle Douglas High School (Roll 600)
Teacherof Geography
Dumfries High School (Roll 1,180)
Teacherof Science/Mathematics
Castle Douglas High School (Roll 600)
Teacher of Modern Languages
Langholm Academy (Roll 300)
Teacherof Religious Education
Dumfries High School (Roll 1,180)
Annan Academy (Roll 1,310)

PRIMARY

Posts of Nursery Teacher:
Castledykes Primary School, Kirkcudbright

Applicants for these posts should hold the qualifications in Nursery Teaching. This Nursery unit, which opened in September, 1979, offers 120 Nursery places, but operates on a half-day principle. Application forms, together with further information, may be obtained from Mr J. K. Burns, Director of Education, 34 Edinburgh Road, Dumfries, to whom completed application forms should be returned by 7 January, 1980.

LONDON
GIRLS' INDEPENDENT PREP SCHOOL
Hampstead
Required ASSISTANT TEACHER (GENERAL SUBJECTS) 8-11 year range from Summer Term 1980.
Salary Burnham Scale and London Weighting.
Apply requiring curriculum vitae, two testimonials and names of two referees by 31 January 1980 for interview January 14th.
Apply box TES 3643, The Times, WC1X 8EZ.

Colleges of Further Education

Other Appointments

LEICESTERSHIRE
CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester

LECTURER GRADE 1 IN ELECTRICAL ENGINEERING
Applications are invited for the above full-time appointment as soon as possible. Applicants should be suitably qualified to teach light and television servicing and a knowledge of audio techniques and relevant work experience is essential.
Salary £4,662-£6,886. Application forms and further particulars may be obtained from the Registrar, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

SHROPSHIRE
COUNTY COUNCIL
BRIDGEWATER TECHNICAL COLLEGE
Required from 1st April, or as soon after as possible, SENIOR LECTURER IN PROFESSIONAL COOKERY.
Further particulars and application forms obtainable from the Principal, Shrewsbury Technical College, London Road, Shrewsbury SY2 6PR, to whom they should be returned not later than Wednesday, 16th January, 1980.

SUNDERLAND
EDUCATION DEPARTMENT
WEARSIDE COLLEGE OF PRINTING AND COMMUNICATIONS STUDIES
LECTURER IN GENERAL COMMUNICATIONS STUDIES
LECTURER IN PRINTING and Allied Subjects
LECTURER IN GRAPHIC MECHANICAL ENGINEERING
£25,593 to £6,060 + Sterling salary will depend upon qualifications and industrial experience.
Applicants should be suitably qualified persons for the above full-time posts to commence duties as soon as possible.
Further particulars and application forms may be obtained from the Principal, Wearside College of Further Education, 89a View Road West, Sunderland SR2 9LH, upon receipt of a stamped and addressed envelope.
Completed application forms must be returned not later than Friday, 18th January, 1980.

LECTURERS day part-time required for January, 1980 in Applied Economics, Accountancy, Elements of Banking and Practice of Banking for Institute of Bankers Examinations. Apply Broadway College, 13 Tyrrell Road, London, SE22. Office hours 757 0366. After 6 p.m. 488 9798.

Universities

MANCHESTER
THE UNIVERSITY
TEMPORARY LECTURESHIP IN ATOMIC AND MOLECULAR PHYSICS

Applications are invited for the above post from persons with research experience and qualifications in physics or chemical physics.
The successful candidate will be expected to carry out experimental work in the field of atomic and molecular spectroscopy, to participate in the teaching programme of the Physics Department. Some preference will be given to candidates with experience in laser spectroscopy.
The appointment will be made as soon as possible on the scale for assistants in the range £4,899 to £6,199 per annum and will be for a period of three years in the first instance.
Application forms and further particulars may be obtained from the Registrar, The University, Manchester M13 9PL, to whom completed forms should be returned by February 16 quoting reference 2897/79/TES.

NEWCASTLE UPON TYNE
THE UNIVERSITY
SCHOOL OF EDUCATION
TECHNOLOGY LECTURER IN THE TRAINING OF TEACHERS
(Ref. No. 79/80/TES)
The University invites applications for the post of TECHNOLOGY LECTURER in the training of teachers in the School of Education.
The successful candidate will be required to take up the appointment on 1st September, 1980. Applications are initially invited from persons interested concerning with curriculum development in technology in the School of Education. Applications for this post for the present are restricted to persons experienced in the teaching of technology in secondary schools and the successful candidate will be expected to contribute by undertaking research in this or his subject fields.
Salary will be at an appropriate point on the Lecturer's scale £5,604 to £8,052 per annum, according to age, qualifications and experience. Responsibility allowances of the order of £1,000 per annum may be payable for certain duties. Membership of the University superannuation scheme will be required.
Further particulars may be obtained from the Assistant Registrar, Staff, The University, Newcastle upon Tyne, NE1 7RU, to whom applications (3 copies), together with the names and addresses of three referees, should be sent by 31st January, 1980. Please quote reference 1128.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT
The Newspaper of higher education. Full of the choice opportunities for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas where staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as the most useful source of information for job hunting.
For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, How, Queensway House, Queensway, London WC2E 8JZ. Telephone 01-836 1234, extension 879.

Youth and Community Service

GRAMPIAN REGIONAL COUNCIL
COMMUNITY EDUCATION

Based at Summer Street Community Centre, Aberdeen. Applicants should hold qualification in Youth and Community Work. Adult Education and/or other relevant experience. Person appointed will be responsible, after a period of induction, to the Area Supervisor for the development of community education in Aberdeen. A prime responsibility will be the development of projects based youth work.
Salary scale (under review) £4,764-£5,934 per annum.
Closing date 18th January. Application form and further details from Director of Manpower Services, Woodhill House, Westburn Road, Aberdeen. Quote ref. AB/CE/80/TES.

LIVERPOOL
Qualified TEACHER / YOUTH LEADER for boys club.
Applicants, preferably with youth experience, would be required to take full responsibility for the club, assisted by a management committee plus voluntary helpers, both paid and voluntary.
Although we already enjoy football, table tennis, canoeing and snooker, there is ample scope for further development.
Salary scale J.N.C. 3 £5,115-£6,504 plus car allowance.
Please apply with full details of experience and experience to Jim Chatman, Edge Lane Youth Centre, Tuebrook Limited, Lockerby Road, Liverpool 13.

SHROPSHIRE
COUNTY COUNCIL
YOUTH SERVICE
Applications are invited from suitably qualified persons for service in the Youth Service as a YOUTH WORKER (Ref. No. 2).
SYDNEY YOUTH CENTRE
Separate Bank, Wellington
Salary £3,489 to £4,407 per annum.
Further details and application forms from County Youth Officer, Shirehall, Shrewsbury, Shropshire. Closing date 18th January, 1980.

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal—Leonard G. Bewsher, Dip. Ed. (Lond.), B.Sc. (Econ.), M.A., F.R.S.A.
FACULTY OF SCIENCE, HUMANITIES AND COMMUNITY STUDIES

Applications are invited from suitably qualified persons for the following posts at

LECTURER
Grade I level

to be appointed on 1st April, 1980, or earlier if possible.
CATERING—To teach food preparation in City and Guilds courses 706 and 706/1. An ability to teach food service would be an advantage.
ENGLISH/COMMUNICATIONS (two posts)—To service a wide range of courses, including Dip.H.E., BEC, TEC and a variety of craft courses.
GRAPHICS—Applicants should be qualified teachers with a degree or equivalent qualification, and preferably industrial experience with some experience in industry.
PHYSICAL EDUCATION—To provide the practical education component in a variety of courses. Qualifications in mountain leadership would be an advantage.
Further details and application forms, returnable by 14th January, 1980, may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, on receipt of a stamped addressed foolscap envelope.

BAYERO UNIVERSITY, KANO
(Office of the Registrar)

ACADEMIC STAFF VACANCIES

Applications are invited from suitably qualified candidates for the following vacancies in the Department of Nigerian Languages, Bayero University, Kano.

1. Professor
2. Reader
3. Senior Lecturer/Lecturers

Qualifications Professor/Reader

Applicants must possess a D octorate degree in an area connected with linguistics or literature with special reference to Hausa, although candidates with specialization in other allied areas/languages may be considered. For the post of Senior Lecturer, a Doctorate degree and a good record of publications and research would be an advantage.

Senior Lecturer/Lecturers

Candidate should possess at least a Master's degree in an area connected with linguistics or literature with special reference to Hausa, although candidates with specialization in other allied areas/languages may be considered. For the post of Senior Lecturer, a Doctorate degree and a good record of publications and research would be an advantage.

Salaries:
Professor GL.16—(N11,562-N12,720) pa.
Reader GL.15—(N10,296-N11,328) pa.
Senior Lecturer GL.13—(N8,064-N9,024) pa.
Lecturers GL.10—(N5,760-N6,732) pa.

METHOD OF APPLICATION
Applicants are required to submit three TYPEWRITTEN copies of their applications giving the following information.
(a) Personal details: Full name, date and place of birth, home address, current postal address, nationality, posts for which applicatin is being made, marital status, name and age of each child, present occupation.
(b) Qualifications: Names of institutions where obtained and dates.
(c) Experience: Posts held, duration and salaries carried.
(d) Reference: Names and addresses of THREE referees one of whom must be in a position to supply academic or professional reference.
Applicants are advised to request their referees to forward their reports early under confidential cover. The references andapplicat ion should be marked "APPLICATION FOR SENIOR POST" and forwarded to:

The Registrar,
Bayero University, P.M.B. 3011, Kano, Nigeria
and should reach his office not later than 25th January, 1980.

NB: Only the applications of those who may be invited for interview will be acknowledged.

BAYERO UNIVERSITY, KANO
(Office of the Registrar)

Applications are invited from suitably qualified candidates for the following vacancies:

1. Vice-Chancellor's Office
Internal Auditor

Qualifications/Duties
Applicants should possess recognised professional accountancy qualifications with at least six years' post-qualification experience or internal audit experience with at least eight years' post-qualification experience. Many years of experience in public practice will be an advantage.
Duties: The successful candidate will head and develop the Internal Audit Division in the Vice-Chancellor's Office.

2. University Health Services Department
(b) Senior Pharmacist
(a) Radiologist

Qualifications/Experience & Duties
(b) Radiologist - Applicant should be a registered Medical Officer who possesses D.M.R.D. Diploma or equivalent and should have spent a minimum of three years in his speciality. He should have worked as a general practitioner for two years (Internship and NYSC Service in a state teaching hospital). He should as well accept running an out-patients clinic and other duties related to the Medical Profession given to him by the Director of Health either than his work as a radiologist.
(b) Senior Pharmacist
Candidates should possess B.Pharm. M.P.S.N. degree in pharmacy or equivalent qualification. He should be registered with the Pharmacy Board of Nigeria and should have at least five years post-graduate experience.

3. Estate Department
(b) Senior Mechanical Engineer
(a) Senior Structural Engineer

Qualifications
(a) Senior Structural Engineer
Candidates should possess B.Sc.Eng. (Structural) with at least five years' post-qualification experience in design and supervision of reinforced concrete structures. Knowledge of steel structural design is also desirable. Salary will be GL.10 but negotiable according to experience and present earnings.
(b) Senior Mechanical Engineer
Candidates should possess B.Sc.Eng.(Mech.) or HND Automobile Engineering with at least five years' post-qualification experience after graduation for HND holders experience. The incumbent will be responsible to the Director of Works for day-to-day maintenance of the University plans and vehicles including diesel and petrol engines, generators. Experience in refrigeration and air conditioning will be an advantage.
Salaries:
Internal Auditor—GL.14 (N9,168-N10,128) pa.
Radiologist—GL.12 (N7,404-N8,052) pa.
Senior Pharmacist
Senior Structural Engineer
Senior Mechanical Engineer
—GL.10 (N5,760-N6,732) pa.
METHOD OF APPLICATION
Applicants are required to submit three TYPEWRITTEN copies of their applications giving the following information.
(a) Personal details: Full name, date and place of birth, home address, current postal address, nationality, posts for which applicatin is being made, marital status, name and age of each child, present occupation.
(b) Qualifications: Names of institutions where obtained and dates.
(c) Experience: Posts held, duration and salaries carried.
(d) Reference: Names and addresses of THREE referees one of whom must be in a position to supply academic or professional reference.
Applicants are advised to request their referees to forward their reports early under confidential cover. The references andapplicat ion should be marked "APPLICATION FOR SENIOR POST" and forwarded to:

The Registrar,
Bayero University
P.M.B. 3011
Kano, Nigeria

and should reach his office not later than 25th January, 1980.
NB: Only the applications of those who may be invited for interview will be acknowledged.

YOUTH AND COMMUNITY SERVICE
continued

QUALIFIED TEACHER/Youth Leader for boys club. Applicants, preferably with youth experience would be required to take full responsibility for the club, assisted by a keen management committee plus voluntary helpers. Although we already enjoy football, table tennis, canoeing and snooker, there is ample scope for further development. Salary scale J.N.C. 3 £5,115-£6,504 plus car allowance. Please apply with full details of experience and qualifications to Jim Chatman, Edge Lane Youth Centre, Tuebrook Limited, Lockerby Road, Liverpool 13.

Overseas Appointments

KENT
Head of commissions offered to agents and teachers who can introduce students to small, first-class residential school.
Applicants must be native English speakers.
Salary + bonus for providing students with good value for money and low wastage through high quality of tuition. We are a quality school with a good reputation, specialising in examinations and long-term all-round language courses. Christmas, Easter and Summer courses are also offered. Good basic salary and attractive bonus are in short supply and we therefore want to be sure that the kind of school we have to offer can safely entrust their personal futures.
For all enquiries please contact: The Principal, Hanet School of English, 2 The Square, Ramsgate, Kent. Telephone 0843 594192, Telex 965079 Hanet G.

JAMAICA
Vacancies in ENGLISH, PHYSICS, MATHEMATICS at 'A' level in new established schools. Starting salary, currently £5,000 per annum (£4,000, plus passage). Interviews in London in December/January. Applications to: Secondary Education Department, Ministry of Education, 2 Tilton Street, London SW11 4QQ.

GREECE
TEACHER (female) to teach ENGLISH as second language to children from pupils (ages eight to 16). Experience, references and photo necessary. Salary £60 + fully furnished and produced school, with use of car. Commencement of course 1st September. Apply: The Director, 11-13 Palis House, Lamia, Greece.

TEACHERS seeking immediate EFL posts should phone or contact Lyn Jones 01-straf 8175 Abacus (Lynn Cook).

Administration

Local Education Authority

SURREY
KINGSTON AND RICHMOND AREA HEALTH AUTHORITY
(JOINT) DIVISION
DEPARTMENT OF HEALTH
EDUCATION
HEALTH EDUCATION OFFICER
required from 1st April, 1980
Candidates should be suitably qualified with professional background in health, teaching or in behavioural sciences. Preference will be given to applicants who have the Health Education Diploma. Ideally, candidates will have experience in teaching, public speaking and use of the necessary audio-visual equipment. Ability to get on with the public to work with professional colleagues of different disciplines.
Car owner/driver essential, for which a mileage allowance is payable.
Write Mr. Hollowood, Training Officer, Kingston and Richmond Area Health Authority (T.A.), Regional Office, Richmond, Surrey.
Salary Scale: £5,637 to £6,749 plus £265 London weighting.
Candidates who wish to discuss the post may telephone to visit should contact Mrs. Doris Laurie (Tel. 01-940 6262) asking for application forms available from and returnable to: Personnel Office, Area Health Authority (T.A.), Regional Office, Richmond, Surrey. TW9 2NA.
Closing date 18th January, 1980.

General

SUSSEX
NEW ENGLAND COLLEGE
Torrington Park, Arundel, West Sussex

A DIRECTOR OF ADMISSIONS is required to succeed as principal when the present principal retires in 1981. Candidates should be graduates with a minimum of five years' experience in administration, preferably in the field of education. Experience with the American College system is desirable and candidates will be required to attend interviews of selection in the United States as well as in the United Kingdom. They must be free to take up appointment in the autumn of 1980. Commencement salary £7,000 per annum. Experience in refrigeration and air conditioning will be an advantage.
Salaries:
Internal Auditor—GL.14 (N9,168-N10,128) pa.
Radiologist—GL.12 (N7,404-N8,052) pa.
Senior Pharmacist
Senior Structural Engineer
Senior Mechanical Engineer
—GL.10 (N5,760-N6,732) pa.
METHOD OF APPLICATION
Applicants are required to submit three TYPEWRITTEN copies of their applications giving the following information.
(a) Personal details: Full name, date and place of birth, home address, current postal address, nationality, posts for which applicatin is being made, marital status, name and age of each child, present occupation.
(b) Qualifications: Names of institutions where obtained and dates.
(c) Experience: Posts held, duration and salaries carried.
(d) Reference: Names and addresses of THREE referees one of whom must be in a position to supply academic or professional reference.
Applicants are advised to request their referees to forward their reports early under confidential cover. The references andapplicat ion should be marked "APPLICATION FOR SENIOR POST" and forwarded to:

The Registrar
Bayero University
P.M.B. 3011
Kano, Nigeria

and should reach his office not later than 25th January, 1980.
NB: Only the applications of those who may be invited for interview will be acknowledged.

Miscellaneous

MANCHESTER
MANCHESTER CATHEDRAL
Choir
Two vacancies for two BASS Choral Scholarships, four fully choral services Evensongs and two Sundays Matins and Eucharist per month. Choir practices 7 per week.
Three opportunities for tenors and basses to join the Cathedral Choir.
Apply to: The Cathedral Administrator, Manchester M3 1SX.

ALTERNATIVE EMPLOYMENT
Opportunities for graduates, undergraduates, ex-forces personnel, mature students, housewives, etc. Part-time, full-time, temporary, permanent, home, abroad. Send for free information to: Graduate Employment Bureau, 5 Dorset Rise, London EC4Y 8EN. Tel. 01-583 1301.

Examiners

THE ASSOCIATED EXAMINING BOARD

GENERAL CERTIFICATE
OF EDUCATION
Wellington House, Aldershot, Hampshire, GU11 1BQ

The Board invites applications for the following appointments:
ASSISTANT EXAMINERS in HISTORY, ART and ARCHITECTURAL HISTORY for 1980;
(a) Option 03: Early Renaissance Art in Italy.
(b) Option 04: The High and Late Renaissance in Italy and Spain.
(c) Option 05: Painting and Art of the Fifteenth and Sixteenth Centuries.
(d) Option 08: Neoclassicism, the Romantic Movement, and Realism.
Applicants should state clearly which of the specialist options they wish to be considered for.
All applicants for the above posts must possess a degree or equivalent qualification and have had at least two years' teaching experience at the appropriate level in a school or further education establishment.
All applications must be received within 21 days of the appearance of this advertisement.
Application forms and further particulars may be obtained by applying in writing to the Secretary and Chief Executive of the Department, at the Board's offices.

Outdoor Education

DEVON
RIVER DART RESIDENTIAL CENTRE
Ashton Farm, Ashburnton.
Vacancy from mid January. Must have a good range and experience of outdoor activities with national qualifications in at least two. Ability to organise a wide range of courses for young people and adults. Preference for those interested in the development of young people as individuals.
Resumé of experience to: P. J. Sheehan, Programme Director.

DEVON
RIVER DART RESIDENTIAL CENTRE
Park, Ashburnton.
Two temporary INSTRUCTORS required from January to November. Minimum age 21. Range of courses for both youth and adults. Experience in many outdoor activities. Some national qualifications advantage.
Application forms from P. J. Sheehan, Programme Director.

Administration

Local Education Authority

SHEFFIELD
HOLLOWOOD—PEAK PARK
Applications are invited for the post of
INSTRUCTOR
INSTRUCTRESS
HOLLOWOOD is a Christian establishment where residential Development Training Courses for young people are run throughout the year. Based on the Peak District Centre in the skilful blending of outdoor activities with deeper issues concerned with live issues.
Successful applicants are likely to be: qualified in Outdoor Pursuits, Physical Education, with teaching points.
Interested in Character Training, Committed Christians.
Further details of other post from the Warden, Hollowood Training Centre, Castleton, near Sheffield. S30 2WB.

English as a Foreign Language

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
Required from 1st February, 1980, to assist with a full educational programme for overseas students. Possession of a degree or equivalent qualification would be an advantage though any qualified teacher will be considered. Part-time tuition will be considered on a part-time or full-time basis.
Tuition for all age groups required during the initial orientation course.
A limited appointments for up to a year in the first instance.
Some accommodation available for individual teachers.
Send for further details and application forms to: Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 7DG. Tel. Hertford 52424, ext. 2538.

KENT
Good commission offered to agents and teachers who can introduce students to small, first-class school of English.
We are known (or providing students with tuition for many and consistently high standard of tuition, with a reputation for being a selective intake. Hostelite-style accommodation in attractive villas. Our short-term Christmas, Easter and Summer courses are also designed to teach fast and effectively. We now, also, have the kind of school to which teachers will safely entrust their personal friends.
For all enquiries, please contact—
The Principal
HANET SCHOOL OF ENGLISH
2 The Square, Ramsgate, Kent.
Tel. 0843 594192 Telex 965079
HANET G

OLDHAM
LONGSIGHT Borough of)
EDUCATION COMMITTEE
INDUSTRIAL LANGUAGE TRAINING UNIT
Applications are invited for the post of Assistant Director in charge of courses for training and retraining adults in the Conditions of service will be based on Burnham Further Education Salary Scale 4 £7,470 to £8,136 plus £265 London Weighting Allowance.
Further details and application forms can be obtained from the Director of Education, Municipal Offices, Union Street, Oldham OL1 1DN.

Appointments Wanted

LECTURER/Course-writer in business management subjects seeks part-time assignments in colleges or Polytechnics. Write Box TES 3647, The Times, WC1X 8EZ.

Educational Courses

KILBURN Polytechnic. Graduates learn secretarial skills quickly on our 12 week course (mornings) beginning January. 1,000.—Telephone 01-328 2447.

TEACHING English as a foreign language. Extensive initial teacher training course for RSA Preparatory Certificate at Regent Arch Intensive English, 21 Sale Street, London W2. Tel. 402 2473.

Awards and Scholarships

EAST SUSSEX
SOUTHOVER MANOR SCHOOL
Lewes, Sussex
Independent School for Girls
(11 to 18 years)
A SCHOLARSHIP is to be offered again to the value of £600 per annum for entry to the School in September, 1980. Candidates should be between ten years eight months and thirteen years of age on 1st September of that year. The examination will be held in mid-February, 1980.
Apply for further particulars to the Principal. Final date for applications—1st February, 1980.

Personal

Announcements

IMMEDIATE ADVANCES
£100 to £5,000
No security needed
REGIONAL TRUST LTD.
8 Clifford Street, New Bond Street
London W1
Phone 01-734 9081 or 2014.

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Christmas break

The following circular has just come into the possession of **The Times Educational Supplement.** Although the curriculum guidelines it offers have not been publicly revealed in time to enlighten this season's celebrations in our schools in a suitable manner, in the interests of open government we thought it right to reprint the circular in full so that our readers might understand something of the thinking now going on in the Curriculum Department.

Head Teachers and Staffs
Primary and Middle Schools,
Great Britain.

C. U. Twitch,
Curriculum Enhancement Officer,
Staff Extension Department,
Cushion House.

Christmas Preparations 1979 New Approach

Recent surveys of Public Opinion in Britain show 61 per cent dissatisfied with the way children are being trained to celebrate Christmas in our schools. All Head Teachers and Staffs are being requested to ensure that every child is provided with a dynamic learning environment in which to gain enriched experience relevant to the Christmas Season. It is essential that each child be enabled to reach its full potential in the reciprocal process of domestic festive celebration, so that adult members in family groupings come to recognize the very real contribution which schools make at this season.

The following guidelines will provide a basis on which a cohesive policy can be formulated in schools through inter-staff group discussion.

1. GENERAL

1.2 For the remainder of this term all staff members should devote part of their spare time to watching as many television comedy programmes as possible. They should consult *The Radio Times* and *TV Times* and work out a watching schedule. It is hoped that this will only interfere with private watching preferences when that is unavoidable.

1.2 It is suggested that a notebook and pencil be placed by the set and that a loose-leaf file be prepared into which jokes, notes, pictures and other seasonally relevant material can be put. It will take very little further time and trouble for the good teacher to go through the material collected and remove all references to sex, drink, and bodily functions.

1.3 Teachers should prepare and share between them lists of key Christmas words: viz, yule, prosperous, merry, wassail, tidings, etc. These can then be used for a seasonal study skill session in which definitions are discovered and the words are ordered alphabetically. An amusing homework exercise might be to set each child the task of noting the frequency of usage and results could be expressed in line, or block, graphs. To add a festive note, these could be done in maths sessions and labelled "Pious Pictograms" or "Glad Tidings Graphs" and providing valuable RE/maths integration.

2. DECORATIONS

2.1. Teachers who consider that

traditional decorative materials have some special appeal should not be discouraged from using them, but the following points should be noted:

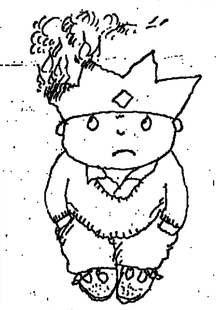
2.1.a Holly Recent studies carried out at Lancaster University Department of Education have shown that quite serious pricks can result from this material being handled by children. All holly brought into school should be personally pre-processed by teachers. All prickles should be reduced by not less than 1mm using sharp scissors. The de-severed points must be carefully folded into three thicknesses of used school paper and disposed of only after due warning to the caretaker (copy in writing to the secretary). Berries can be poisonous and must be removed and replaced by sealing-wax replicas. Teachers can easily make these in their spare time. (See Circular 324/2/63—*Berry-making for Primary Teachers.*)

2.1.b Mistletoe Here again berries must be removed and replaced by candle-grease replicas. Mistletoe must not be hung above head-level of the average child in the merriment group under instruction. An opportunity occurs here to mention the danger of cross infection connected with osculatory caresses. Children should be advised to close the lips, hold the breath and turn a cheek to proffered osculation.

2.1.c Paper Hats. All paper hats used in school must be treated with an approved fire-proofing spray. Two sprayings are required and these can easily be fitted into morning and afternoon breaks on successive days a week prior to use. Spraying must be carried out by a teacher with no children present, as the fumes can be harmful. (See Pamphlet No. 2334/A/2 "*Fire-proofing in Schools*" and Circular XZ/54/301 "*Dichloronpythin: Toxic Effects and Resuscitation Procedures for Teachers*".

2.1.d Tinsel. Much progress has recently been made in the diagnosis and treatment of allergies and rashes in children. All good teachers will already have consulted the medical records of each child in their care and compiled their own notes and observations on their physical and psychological development, most will have completed a Scheizer In-Depth Flexible Psycho-Physical Profile Graph, but for teachers who have not done this, a simple tinsel allergic reaction test is given in Pamphlet 235/18/78. This must be read before any tinsel is introduced in the classroom.

N.B. The materials above listed will not be available through normal



stock-supply channels. Te should buy what they require upply for reimbursement in t cate on Form No 722342/8/AD attaching two copies of tec showing VAT Number, Tax Code Point Number, Cashpoint Number, Business Registe Number in Chamber of Comc Affiliation Roll, countersigned assistant and a member of the agement staff. The further proc for amounts greater than £10 down in Circular 7923/QWK/1

3. PLANNING

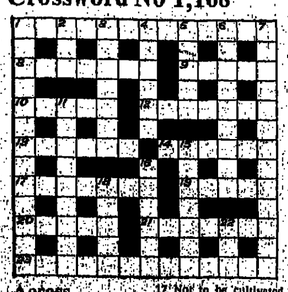
3.1. Seasonal Merriment Ind Sessions should be carefully t to reach their peak on the p timate day of the term. Ch must be firmly but kindly k the acceptable levels of rio At no time should children allowed to respond at more t the decibel level laid dow Advice Paper 16/B-SHT.

The procedures and suggest listed above, if properly devel by Head Teachers and Staffs, ensure that the traditional Br Christmas will continue to be c brated at a universally accepta level for the foreseeable future.

Next Week

- Edward Blishen: writers and children.
- Sociology of gardening: s New Year guide by Colin Par flit opens up startling social and educational vistas.
- Paperback world: Hilary Pinch on movements in the marketplace.
- Cyril Bibby reviews *Schools in Decline*.

Crossword No 1,168



Across

1 Ode on commission escaping by air (6, 7).
8 Promoter's fading bloom (7).
9 Referring to a flight (5).
10 Approachable. Scene (5).
11 Counties (3, 5).
12 Propped for naval purposes (9).
13 American clipper (6).
14 A very loud melody (6).
17 Not to be cultivated under glass (7).
19 Imperative with a demon at the wheel (5).
20 I'm taking Timothy back (6).
21 Rational argument from our ecclesiastical slating (4, 6).
23 Air of wisdom (4, 2, 7).

Down

1 Misplaced allegiance (7, 6).
2 Agreeable sort of man (3).
3 Heavenly phenomena cloud the vision (7).
4 The toy did produce a singular result (6).
5 Just 9 a pound (5).
6 Tubby manufacturer has a meal—with co-workers of course (5).
7 Back tracking (13).
11 Can only function when he's got the wind up (9).
15 One is always late for this ceremony (7).
16 Proving books would be their peaceful adaptation (6).
18 Proportional relationship as it were (5).
22 Official doctor does an electrical turn (3).

Solution to puzzle No 1,167

Chess

The Poisoned Pawn

The old story of a chess-playing uncle who disinherited his nephew for playing QxQNP has, like most old stories, some basis in solid fact. Sometimes you read the story with father and son substituted for uncle and nephew but I prefer the latter version, largely because I like to move on diagonals?

The point of the story is that to capture the pawn, Black (it is usually Black who does this) has to bring his Queen out to QN3 and thus decentralize his Queen by playing QxQNP. In so doing he loses time with his previous piece and has to spend more time bringing it back into central play. Sometimes he even finds himself unable to extract his Queen from QN7 and may lose the piece.

There'd a formidable indictment of the practice; attacking lines for the Rook and Bishop are also opened up for White. On the other hand, Black wins a pawn and may get his opponent's Queenside into considerable disarray.

This explains the recent controversy of the poisoned Pawn variation in the Sicilian Defence—a variation which won fame when Spassky defeated Fischer, who took the poisoned pawn, in their famous world championship match at Reykjavik in 1972.

"White can sometimes indulge in the poisoned-pawn practice in certain variations of the Two Knights' Defence. I won a game with Black against the Romanian champion Ciocaltea in an international tournament at Bucharest in 1953; he was so rash as to capture my QNP."

As an example of the cut-and-thrust play in poisoned pawn variations I give the following game that was played at the Interzonal Tournament in Rio de Janeiro in 1979.

White: R. Hübner. Black: L. Portisch. Sicilian Defence.

1	P-K4	P-QB4
2	N-KB3	P-Q3
3	P-Q4	PxP
4	NxP	N-KB3
5	N-QB3	P-QR3 (a)
6	B-K2	P-K3
7	O-O	B-K2
8	P-QR4 (b)	O-O
9	K-R1 (c)	P-QN4 (d)
10	P-R5	P-N5
11	N-Q5	NxN
12	PxN	B-N2
13	P-B4	P-QB4
14	P-B5	P-Q4 (e)
15	PxP	PxP
16	P-K5	N-Q2
17	B-N5	P-B3
18	B-R4	P-QR4
19	B-B3	P-R5
20	P-QN4	P-N3
21	P-N3	B-B3
22	P-QR3	B-K1
23	P-N4	P-B4 (f)
24	PxP	PxP
25	B-Q2	B-B3
26	B-B3	Drawn

(a) Attacking the poisoned pawn and at the same time unpinning his KN.

(b) In the famous game at Reykjavik Spassky played 9. N-N3 and won. However, later it was found that the Knight move was not so strong and 9. Q-R5; 10. BxN, PxB; 11. B-K2, N-B3; 12. O-O, B-Q2; 13. P-B6, N-K4; 14. PxP, PxP; 15. B-R6 ch, K-Q1; with a level game (Tal-Portisch, Varese 1976).

(c) Or 10. P-K5, PxP; 11. P-K6, K-N-Q2; 12. P-K5, P-KR3; and Black has a good game.

(d) The alternative is 13. . . N-Q2 14. NxN, BPxN; with about a level game.

(e) A rather tame line; more aggressive is 15. N-K4, B-K2; 16. P-K5, P-KR4; 17. O-O.

(f) A fine move which emphasizes the importance of the initiative. If does not bother to defend either his vulnerable points on B3 or the counter-attack.

goes for the counter-attack.

(g) Black was threatening 23 . . . R-B5 ch; 24. K-N1, Q-K5 mate.

(h) He must keep his pieces centrally placed as possible and if he plays, for example, 25 . . . BxP; 26. Q-B8 ch, followed by moving of the attack to the Q side it would be very good for White.

Harry Golombek

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